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JOB PERCEPTIONS OF  
SOCIAL WORKERS

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## I N T R O D U C T I O N

This paper documents the findings of a study into the way that social workers perceive their jobs. The study was undertaken during 1984 and 1985 within two local Authority Social Services Departments.

The first Chapter gives a background to social work and considers particular aspects of the ongoing debate about the professional status of the occupation. Some of the historical factors which contribute to the complexity of the task are considered including the concept of specialisation and the part it has played in the process of change. The development of social work training is briefly recounted and the national structure of career grades is explained.

Chapter 2 reviews briefly the state of organisational theory and shows how attempts have been made to explore its relevance to human service organisations. The structural relativism of Litwick is one attempt described.

The next Chapter considers some of the work previously undertaken in the study of social workers and their jobs. It points to the limited or partial nature of those studies and the need for a more wholistic approach.

Chapter 4 highlights some of the documented problems of studying complex job activity. In particular, some of the

approaches to the study of managerial work are described.

The methodology used in this study is described in Chapter 5 and the following chapter describes the background to the research sample.

The major research tool used in the study is the Repertory Grid. A detailed analysis of the Grids, and the job perceptions that emerge, is contained in Chapter 7. Chapter 8 documents the responses to structured interviews.

The concluding Chapter brings together the major findings of the study and relates them to the findings of other studies and to some of the more recent descriptions of the social work task. Finally, the implications of the findings are assessed.

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## S Y N O P S I S

The main aim of this study is to discover how social workers perceive their jobs and how their perceptions differ at various career levels. The need for a scientific analysis of the work done by social workers is highlighted by the current national debate on education and training in social work. In particular, there is a need to discover whether social workers' perceptions of their work reflect the assumptions and beliefs upon which new patterns of professional qualifying education and training are being based.

There is a paucity of empirical studies on the jobs of community social workers. Most of the work so far produced is of a general prescriptive nature (see Goldberg and Wharburton (1979) and BASW (1977) as examples). The need for further study of social work activity has been recognised.

The difficulties encountered in analysing what people actually do in their jobs have been well documented. McCormack (1976) has noted that the typical essay description of job activities is particularly inadequate in the case of jobs that deal primarily with decision making and communication activities such as managerial, supervisory, professional and technical jobs.

In terms of job analysis, there has probably been more research into managerial jobs than any other and it may be possible to learn something about the study of complex activity, like social

work, from the research into managerial work. In any case, social work itself obviously contains managerial components - they are inherent for example, in casework and case load management.

However, it has been noted that most of the work on job and task analysis that has been produced has been based on job activity studies, for example, Mintzberg (1973) "The Nature of Managerial Work" and Stewart (1982) "Choices for the Manager". Recently, the importance of the ways in which people perceive their jobs (a phenomenological, as opposed to positivist, approach) is becoming more and more recognised. This study utilizes Repertory Grid, a relatively new, but increasingly used, way of exploring job perceptions (Stewart and Stewart, 1981).

The study of social work is further complicated by the occupation's continued struggle for recognition as a profession. It has been argued that "professionals" are reluctant to examine what they are doing (see Hill, 1980) and the choice of methodology for the study of such jobs needs to take account of this view.

The methodology of this research incorporates phenomenological and positivist approaches. There is a major emphasis on the phenomenological approach and the Repertory Grid is used as the main research tool. The Grid has particular advantages in minimising interviewer bias and it enables a mental map to be drawn in a way which makes it easier to measure change and to



make comparisons between people. The technique has high face validity for interviewees and has been shown to help them to find a vocabulary with which to express themselves in areas which had previously been impoverished.

In addition, a structured interview, based on a questionnaire, provides an opportunity to explore further some of the issues arising out of the Repertory Grid analysis and some of the other factors which affect Social Workers in their jobs.

A number of areas are explored in this study :

- \* The job perceptions of social workers at each career level; how they compare and contrast
- \* The job analysis implications
- \* The professional/managerial implications
- \* The organisational structure/process implications
- \* The training implications

It was found that the language used by social workers to describe their activity tends to be general. This may have contributed to the already documented problems encountered in defining the social work task (Hill 1980). It may, also, have contributed to the apparent commonality of perceptions, across career groups, that emerge in this study.

Other major findings of the study are :

- \* social workers with practitioner roles tend to perceive their jobs as being on two main dimensions, client activity and organisational or administrative activity
- \* all groups share the common tendency to discriminate, as a major trend, between people centred activity and organisational activity
- \* the job perceptions that emerge do not reflect more recent descriptions of the wider, inter-agency, community, political oriented role of social workers. Practitioner groups, generally tend to have a highly individualistic, one to one, client focus
- \* social work practitioner groups also tend to identify their objectives in terms of individual client services
- \* the service planning objectives of team leaders and supervising "senior" social workers tend to be frustrated by the demands of their staff supervision roles. They have no direct client focus in their perceptions
- \* there are similarities between the characteristics of managerial work and the characteristics of social work but little evidence of a focus on management activity amongst any of the groups
- \* the language used to describe the more managerial aspects of the job is the language of a peer professional relationship. Absent, generally, are terms like coordination, control, long term planning, objective setting and performance evaluation

- \* the perceptions of some workers reflect differences in organisational structures. In particular perceptions tend to be coloured by narrowness of specialism.
- \* there is a notable lack of team focus in the Repertory Grid analysis of all groups. But the team is commonly identified, in interview, as a factor which makes the job easier. Evidence suggests that the team is associated more with support than with service planning or delivery.
- \* there is little evidence of a focus on the external environment of the Social Services Department other than in the narrow client sense.
- \* practitioner groups perceive a need for more training in client related activities, for example, counselling, interviewing and assessment.
- \* there is a more general perceived need for training in management and organisational activities like public speaking, chairing meetings, negotiation and liaison.
- \* all groups feel, generally, insufficiently trained for what they do.
- \* there is evidence to suggest that social work managers need to review their processes for work allocation to ensure the most effective match of skill and experience with complexity of work.

## CHAPTER 1

### THE PROFESSIONALISATION OF SOCIAL WORK

The professional status of social work has long been the subject of intense debate. Many have found it difficult even to define the social work task. Since the time of the Poor Law there have been numerous attempts to identify and evaluate the social work task and to relate it to a body of formal education and training.

In the period since the second world war there have been particular efforts to formalise social work and to elevate it to the status of a profession. There are numerous advantages to a professional status. Besides the protection it can afford to standards, it can enhance the pressure group effect of an occupation and thereby its political importance and its influence on government decision making. There are also advantages for the practitioners. A professional status improves the public's perception of the occupation and enhances the social status of its members. It provides security for its members and the comradeship of belonging to an "elite" organisation.

#### Social Workers: Professionals or Bureaucrats

In America, in the 1950s, just a few years after the formation of the National Association of Social Workers (NASW), sociologist Ernest Greenwood (1957) pronounced social work a profession. He based this assertion on his perception of the degree to which Social Workers adhered to five criteria often used as distinguishing marks of professionalisation:

- (1) the extent to which the knowledge social workers employ is based on a systematic body of theory;
- (2) the degree of development of, and commitment to, professional authority;
- (3) the attainment of community sanction for what social workers do;
- (4) the ethical code of social work;
- (5) the values, norms, and symbols of a professional community of social workers.

Naturally, social workers were pleased to receive what was considered as Greenwood's "scientific" support for their claim to professional status; and his article, as might be expected, is frequently cited as offering proof that social work is indeed a profession.

Epstein and Conrad (1978) show that proponents as well as critics have given great significance to the concept of social work professionalisation. Those in favour of professionalisation view it as enhancing organisational rationality, effectiveness, efficiency, innovation, and responsiveness (see for example, Blare & Scott 1962; Etzioni 1969; Halmos 1970). Those opposed to it view professionalisation as re-inforcing bureaucratic oppression, as a conservatising force, and as a self-serving device for achieving power and prestige at the expense of the underclass and the "undercredentialed" (see for example, Cloward and Piven 1977; Galper 1975; Reissman 1977).

Greenwood's approach and conclusions are systematically

challenged by Roth (1974). He described his sociologist colleague Greenwood's article as "the epitome of misdirected zeal and even misunderstanding concerning professionalism" (Roth makes no distinction between professionalisation as a social-structural variable and professionalism as an ideology). Roth uses his own "every day experience" and a knowledge of empirical literature concerning other occupational groups in making his challenges. In reply to Greenwood's claim, for example, that professional social workers "convene regularly in their associations to learn and to evaluate innovations in theory" (1957:47), Roth (1974:8) remarks :

Does this describe any professional meeting you have observed or heard about? We are all familiar with the function of conventions as a job market, as a place to meet friends and make useful contacts, and as an opportunity for ritualised whoopee. Evaluation of innovations in theory has little chance under these distracting circumstances. Such common observations - garnered from his own experience - should lead the sociologist to make independent assessments of the functions served by lengthy training, a respected place in University educational programmes and participation in conventions.

Roth accuses Greenwood of not making "independent assessments" and of being a sociological apologist and a lobbyist for "one of America's most anxiously upwardly mobile occupations, social work".

Epstein and Conrad (1978) take no position on the issue of

whether social work should or should not become more professionalised. The purpose of their paper was to employ the empirical evidence that was available to assess the current state of social worker professionalisation and to question the descriptive and predictive validity of professionalisation as a variable. They approached their paper with the assumption that professionalisation was a significant descriptive and predictive variable to be refined only by the specification of qualifying conditions. But they conclude that the empirical analysis suggests that our conceptualisation of social work should be de-professionalised. In other words, they say, despite their frequent claims to professionalisation, their accompanying credentials, and their genuine service contribution, it is more descriptively valid to consider social workers non-professionals, organisational functionaries, bureaucrats, or agency workers than to consider them "professionals".

Vollmer and Mills (1966) use the term "professionalism" to refer to "an ideology and associated activities that can be found in many diverse occupational groups where members aspire to professional status". They go on to say

Professionalism as an ideology may induce members of many occupational groups to strive to become professional, but, at the same time, we can see that many occupational groups that express the ideology of professionalism in reality may not be very advanced in regard to professionalisation. Professionalism may be a necessary constituent of professionalisation, but professionalism is not sufficient cause for the entire professionalisation process.

In a highly influential paper, Goode (1957) describes the established professionals as having achieved, and the aspiring professions as seeking to achieve, a state of "community of profession". This notion of community is implicit in the writings of both proponents and opponents of social work professionalisation. Proponents view the professional community as organised around systematic knowledge and a service ideal. Opponents, on the other hand, view the professional community as organised around a conservative, neutralist ideology (Epstein 1970 a).

#### Comparisons with Other Professions

Another approach to the empirical assessment of social work professionalisation, besides that which concerns patterns of professionalisation within social work, is to compare the professional characteristics of social workers with those of other occupational groups of professionals, in order to determine social work's relative professionalisation. For example, the inclusion of the Wilensky professional orientation index in the Epstein questionnaire made it possible to compare Epstein's sample of social workers with Wilensky's sample of professors, lawyers and engineers. The results of the comparison indicate that on the Wilensky professionalisation measure - a composite index of reference group, job attractiveness, and professional participation items - only 5% of the social workers scored "high" in comparison with 51% of the professors, 25% of the lawyers, and 11% of the engineers (Epstein 1970 a).



The comparative data concerning referent group orientation of these four occupational groups is reproduced in Table 1 below and represents responses to the prescriptive question: "Whose judgement should count most when your overall professional performance is assessed?"

Table 1. PERCENT OF PROFESSORS, LAWYERS, ENGINEERS AND SOCIAL WORKERS, MENTIONING EACH GROUP AS THE ONE WHOSE JUDGEMENT SHOULD COUNT MOST REGARDING PROFESSIONAL PERFORMANCE:

	Professors	Lawyers	Engineers	Social Workers
Professional colleagues and Associations	81%	51%	18%	17%
Administrators, Supervisors, etc.	8%	8%	47%	65%
Students, Clients and Recipients of Service	9%	43%	34%	19%
N.	99	207	184	833

Source : Epstein 1970a:74

Despite the fact that the social work respondents were masters degree social workers and members of NASW, the table shows that they were least likely (17%) to mention professional colleagues and associations as the preferred arbiter of their professional performance. Social Workers were almost as low in their selection of clients as their evaluators. Rather, of the four occupational groups studied, social workers were most likely to say that their supervisors and/or agency administrators should count most in evaluating their professional performance (65%). While many of these supervisors and administrators may have completed professional training in social work, the findings, suggest

Epstein and Conrad (1978), lead us to question the familiar claim to colleague control exerted by an external professional community. Moreover, they say, supervisors' and administrators' familiarity with social work jargon only increases the possibility that basically bureaucratic requirements will be presented as though they were expressions of professional norms.

Epstein and Conrad argue that the diverse empirical evidence—available suggests that the term "profession" as empirically-orientated sociologists use it or as the general public use it does not describe social work. They conclude that, overall, the limited descriptive and predictive validity of social work professionalisation clearly indicates the need for a more empirically based, de-professionalised, model of social work. This approach would reject the normative "professional" model of social work borrowed from the "established" professions and endorsed by advocates of professionalisation. It would begin with the assumption that social workers are simply organisational functionaries.

Epstein and Conrad recognise that many social workers will reject de-professionalisation and the notion that they are "bureaucrats, working in bureaucracies, delivering services". But they identify even the designation "social worker" as problematic. They quote Pollock's contention that social workers should consider the negative implications of the very term "social worker" for the profession. He comments

We do not have 'medical workers'; we do not have 'legal workers'; we do not have 'theological workers' or 'educational workers'. The term 'work' has a mechanistic connotation. It does

not reflect concern with the increase of knowledge on which the professional function is based, does not employ a concept of professional ethics; in short, it is not a professional term. (Pollock 1961)

Acknowledging the possibility that delicate elitist sensibilities might be disturbed by it, Epstein and Conrad argue that there is much to be gained by de-professionalising our conception of social work. It would, they say "re-establish the legitimacy of social workers doing what they do best and what the public expects of them - locating and providing concrete services. It would help break down, or at least curtail, artificial, credential barriers to social work employment. It would clarify and de-mystify the relationships between the techniques social workers employ and the political purposes they serve. It would open the way to identifying, codifying and teaching the kinds of organisational skills that enhance organisational responsiveness to clients and reduce social work "burn-out". Finally, argue Epstein and Conrad, "an empirically based de-professionalised conceptual model of social work would enable us to identify more readily those factors which facilitate or obstruct service delivery."

In more dismal vein, Specht (1972) goes so far as to predict that the mere consideration of de-professionalisation augurs social work's demise.

However, proponents of social work professionalisation are more likely to support Meyer's (1971) optimistic assertion that professionalisation in social work is "in flux". He

suggests that

    this diversity matches the structural diversity  
    that appears to be emerging and marks, perhaps,  
    a state of continuing professionalisation in  
    social work as a more mature profession.

### The Historical Perspective

In striving to meet the accepted criteria of professionalism and professionalisation, it might be argued that the social work "profession" in Britain has been hindered and frustrated by its chequered history. The historical background to the "profession" is as varied as the background to the services it provides, its membership having evolved through Poor Law Visitors, Almoners, Child Care Officers, Mental Welfare Officers, Generic Social Workers and, latterly, in some Authorities, a trend back towards client group or functional specialists.

It is suggested that the post war policies of the Labour Government had three important effects on social work (Forder and Kay 1973):

- (1) They generated a belief that poverty had been abolished so that the main concern of social workers could be redirected to helping people with social and psychological problems of adjustment.
- (2) The State became directly interested in the social adjustment of its citizens and, therefore, in the development of social work.
- (3) There was a progressive re-classification of jobs which had been regarded as routine administration as social work jobs, a process that is still continuing.

The shift in emphasis from providing material and practical assistance to helping people with social and psychological problems, gave rise to the recognition of the common interests and skill requirements of all those workers employed in specialist departments to promote social services.

A unity developed which culminated in the creation of the British Association of Social Workers (BASW) in April 1970 which absorbed seven previous associations of social caseworkers :

The Association of Psychiatric Social Workers

The Institute of Medical Social Workers

The Society of Mental Welfare Officers

The Association of Child Care Officers

The Association of Family Case Workers

The Association of Social Workers, and

The Moral Welfare Workers' Association

The amalgamation of these specialist "social work" bodies is viewed generally as the inception of the generic social work profession in Britain.

A belief that social work skills, particularly inter-personal skills were usable with, and transferable to, varying client groups also led to a further strengthening of the profession in terms of training qualification and entry into practice. The first British 'generic' social work course was created in 1954 at the London School of Economics with the assistance of American Charlotte Towle, who is still a leading text-book reference of social work teaching. It was not until 1971,

however, that social work education and training was fully co-ordinated under one body. Before 1971 training was developed under the auspices of various bodies: the Central Training Council for Child Care; the Probation and After-Care Training and Advisory Board; the Council for Training in Social Work (covering training for the health and welfare field); the Institute of Medical Social Work, and the Association of Psychiatric Social Workers. In October 1971, the Central Council for Education and Training in Social Work (CCETSW) was inaugurated and was given responsibility to ensure the development of training and the development of standards for all branches of social casework and residential work, including probation, throughout the U.K.

### Training for Social Work

The Central Council for Education and Training in Social Work has suffered many of the problems faced by the generic Social Services Department. It has been trying to establish its identity and its policies after inheriting many traditions.

The duties of CCETSW are vast. It controls and validates all social work qualifications; it undertakes planning in relation to manpower needs; planning for specialist training; development and regulation of new courses; and collaboration with other professions.

It is argued by Martin Davies (1983) that the Central Council "was always expected to do too much in too short a time and

at the helm of a profession, that, over the past decade, has itself been suffering from a crisis of confidence."

Davies has criticised the Council for accepting too great a task

having pretended to itself and to others that it could fulfil its duties ... it has discouraged creativity in social work teaching and lauded mediocrity, not wilfully, but because of its nature: it is a centralised bureaucracy attempting to placate constantly conflicting parties from the DHSS and the Home Office down to professional associations, teachers and students.

It has been further argued by Davies that although the Central Council "does not actually undermine social work education ... it cannot be said to have done it much good .... Despite overwhelming evidence that a significant minority of students coming off courses are not competent practitioners, CCETSW has proved powerless to raise minimum standards."

The professionalisation process has led to the intellectualisation of social work insofar as social work training has been largely removed from technical colleges and evening institutes and re-located primarily in Universities and Polytechnics. A hallmark of a "professional" occupational structure is possession of a body of formal academic-theoretical knowledge acquired during a period of full-time intellectual training within a professional school located in a University or other Higher Education Institution.

Training for the Certificate of Qualification in Social Work (CQSW), which is largely the single nationally recognised

professional social work qualification, is based on an academic model which attempts to relate skills to social scientific theorising, and to moral and political analysis. There is large scale support for the view that the "skills (that are) to do with the 'how' of social work technique need to be related to questions pertaining to the moral-political 'why' of specific versions of social work practice and organisation", (Sibeon 1983 et al) and the need for social workers to possess a formal theoretical knowledge of academic social sciences.

There are, however, critics of the full-time college or university based "professional" education and one employer has described it as having a "disabling" effect upon students and newly qualified practitioners (Jordan 1982). Many of the critics support the more technical skill-based contents of the curriculum for the Certificate in Social Services (CSS) which has been otherwise more generally accepted as an apprenticeship (non professional) form of occupational training.

The existence of two social work qualifications based on different education models has been criticised by Lee (1982) and others for re-inforcing hierarchical divisions within the personal social services, that is, a division between professional social workers and the subordinate position of other social services employees.

The Central Council (CCETSW) is currently formulating proposals for a new single professional social work



qualification to replace the CQSW and the CSS. The new qualifying course is intended to combine the theoretical academic components of CQSW with additional practice learning. It is proposed that the new qualification will be known as the Qualifying Diploma in Social Work (QDSW).

The Central Training Council has also been faced with a growing tendency towards specialisation within generic social work departments, reinforced by recent legislation. The Mental Health (amendment) Act 1982, Section 61, proposed that after two years of the passing of the Act, on September 30th 1984, the functions of a mental welfare officer would be discharged by officers of the Local Authority to be known as Approved Social Workers. No person should be appointed as an Approved Social Worker unless he (she) had undertaken an approved training and had competence in dealing with persons suffering from mental disorder.

In fact, Local Authorities have been forced to make interim arrangements for discharging the functions of a mental welfare officer since September 30th 1984 because instructions issued by NALGO (National and Local Government Officers' Association) to its members not to subject themselves to this further examination of competence, has limited the number of workers approved by examination. At the time of writing the "interim" arrangements of accredited in-service training leading to Approved Social Worker status remain in force.

The 1982 Act (Section 1) did, however, re-introduce for the

first time since the Seebohm re-organisation in 1972, a specialist social worker who, to be so designated, was required to have undergone a training approved by the Secretary of State.

This new development gave the "profession" a much clearer identity and a reasonable degree of power in decision making, if only in part of the task. The introduction of the approved social worker was warmly welcomed by many, both for the sake of the profession's reputation and for the benefit of the client.

The Barclay Committee in its Report (1982) recognises a need for the development of expertise and therefore some specialisation, but also advocates organisational structures which provide for localised service delivery.

The Barclay Report also reinforces the recognition of a distinction between "social work" and "social services work". The latter is generally considered not to require the skills acquired in theory based academic training and was considered by some to reinforce the need to maintain dual qualifications like the CQSW and CSS.

The implications of the New Mental Health legislation, the Barclay recommendations and other recent developments have all had to be taken into account by CCEISW in its review of the structure and content of social work training.

The problems faced by the Central Training Council in formulating a programme of education and training for social

workers which is acceptable to all in the "profession" probably reflects the complexity of defining the social work task as well as the historical struggle for a professional identity.

Being a relatively new "profession" there is not a large established body of knowledge on which can be based the criteria of what is a "good" social worker. The internal and external arguments about professionalism and whether a recognised course of "professional" education and training is sufficient to make a competent social worker continue.

The sensitivity within and surrounding the profession is perhaps highlighted by conflicting responses to just one of the recommendations contained in the Barclay Report.

NALGO, which is the Trade Union which represents the majority of practicing local authority social workers, criticises in its response a proposed probation year for new entrants as a criticism of existing CQSW courses. Yet NALGO's lack of support for this proposal was, in turn, criticised by Terry Philpot in "Community Care" (1982), a publication widely subscribed to by professional social workers. In his editorial, Philpot suggests that NALGO's criticism of the probation proposal "implies that all is well with social work education - Rather, the probationary year would bring social work into line with the Probation Service, where the system works perfectly well ... A probationary year simply accepts that not everyone coming off a CQSW course, even one more rigorously modelled than at present, is suitable for social work."

## The Organisational Structure of Social Work

It has been questioned whether social work is comfortably situated within the Local Government system ... "There has been ... an extensive debate about what social work is, and a related one about whether it can be practiced within local authority social services departments." (Hill 1980). Hill's view about the uncomfortableness of social work being practiced within the local government framework is supported by Scott (1969):

In many respects, the professional person employed by a bureaucratic organisation is the modern marginal man, his feet uncertainly planted in two different and partially conflicting environments.

There has been strong support within the profession for the establishment of a national social work council with responsibility for accreditation and registration of social workers with proven and tested practice competence (Cypher 1977, Bamford 1982). The Barclay Committee has been criticised for having given recognition to the autonomous nature and responsibility of social work but not having followed this up with a recommendation for social work registration and a Social Work Council (Sequeira 1982).

Perry and Perry's (1977) study into professionalism and unionism in the National Health Service refers to a central register of qualified persons within their definition:

Professionalism has for nearly two hundred years been a powerful ideology of a growing section of the middle class. Translated into practical activity it involves a quest by occupational associations for self-governing in which control is exercised collectively by the occupation over its practitioners and over occupational recruitment. There is a search for legitimacy from the state in which it is hoped that through legislation the occupation may be granted some degree of monopoly over the services it provides and a recognition in legal terms of self-governing autonomy. The establishment of a register of qualified persons has been a typical way in which insiders can be distinguished from outsiders. Also, the qualifying examinations, conducted in educational institutions controlled by the profession, has been used as the mechanism by which closure of the occupation is achieved.

Williams (1981) argues that BASW, as the major national association of social workers, has probably taken the occupation further away from accepted professional status by dispensing with the need for social work qualification as an essential criterion for membership.

Williams studied a representative sample of 12½% of all social work staff employed in a County Council Social Services Department (County A of this research) to discover the incidence of trade union and professional association membership.

The sample population of Williams' (1981) study comprised: 17 community based field social workers; 8 hospital based social workers; 12 residential workers (adult services), and 23 residential workers (child care). A total sample of 60. The community based fieldwork staff were 2 team leaders, 3 senior social workers, 9 social workers and 3

social work assistants. 12 of the 17 held a CQSW or nationally recognised equivalent qualification. Of the 5 unqualified, 3 were social work assistants.

In response to his personally supervised questionnaire, over 73% of Williams' total sample said they felt either strongly or very strongly, that social work should be regarded as a profession with a status similar to that enjoyed by law or medicine. Williams was therefore surprised to find only one member of either BASW or RCA (Residential Care Association) in the total sample of 60 social workers. This one (hospital) social worker felt that membership of a professional organisation was important to the development of social work practice and was an active member of BASW.

Williams asked his respondents for their reasons for not being members of a professional body. Almost 19% of the sample had never heard of professional social work organisations. All of these were residential workers who made up over 31% of the total sample. Of the remainder, 54% were not members because the fees were too high or because the benefits of membership were not great enough. Only 3% claimed outright that they did not believe in the professionalisation of social work; over 5% believed that professional associations were irrelevant; 10% were simply not interested; 3% had never been approached; 3% said they would not join as they would be unable to attend meetings and 1 respondent said she couldn't join because she was unqualified - even though the condition of membership had been dispensed with several years before.

Williams suggests that

social work associations, in broadening their base in search of increased membership, have diluted the professional ethic they are nominally attempting to reinforce to such an extent that the likelihood of social work gaining true professional status is diminishing rather than increasing.

He predicts that in the foreseeable

future, social work will not achieve any greater status than that of the "semi-profession" described by Etzioni (1969) as those occupations which "aspire to a full-fledged professional status, and sustain a professional self-image, despite the fact that they themselves are often aware that they objectively do not qualify."

Williams also found that whereas only one of his sample was a member of a "professional" association, 71% were trade union members. It is perhaps not surprising therefore that 67% of his total sample felt that trade unions had more influence over the policy formulation of a social services department than did the "professional" organisations.

It must be noted that many who undertake social services work have no formal social work qualification. In community work (fieldwork) there is, however, increasingly a requirement for professional qualification for Social Worker status. But social work assistants (or welfare assistants) are generally recruited through the normal local authority selection processes with no particular qualification requirements. Related qualification or experience is, however, usually sought.

Social work assistants constitute the basic level of a social services department's structure of community social work services.

There are two career levels for Social Work Assistants which are laid down in the National Joint Council Conditions of Service (Local Authorities' Administrative Professional Technical and Clerical Services).

The appropriate level and salary of each assistant is determined by reference to the level of contribution (duties and responsibilities) which he/she is normally expected to make. The levels of contribution are typified in the Conditions of Service :

Level I

are required to undertake the routine visiting of persons requiring care (i.e. people with straightforward or obvious needs who require material help, some simple service or a periodic visit).

Level II

under supervision are expected to provide contact, advice, support and encouragement and material and prescribed financial assistance including aids and adaptations and to liaise with residential day care centres and services.

They may be expected to make preliminary investigations of clients' needs, recognise when social workers' involvement is required, and to accept continuing responsibility for a limited number of less vulnerable clients.

The salary scales of social workers are also prescribed by NJC conditions and are banded into three career levels. The full contribution expected at each level is typified



below and is in addition to the basic expectation of social workers to assess, plan, implement and evaluate action or treatment, to negotiate for and co-ordinate the application of resources and to seek modification of attitudes or behaviour when required.

#### Level I

under close and regular supervision are expected to manage a caseload which may include all client groups and all but the more vulnerable individuals or those with complex problems. Such social workers are not expected to make decisions affecting the liberty of clients or in relation to place of safety orders.

#### Level II

with supervision and advice are expected to manage a caseload which may include the more vulnerable clients or those with complex problems and may be expected to accept responsibility for action in relation to the liberty or safety of clients in emergency situations. They may be expected to concentrate on specific areas of work where such concentration arises primarily from organisational needs and to supervise trainees or staff other than social workers.

#### Level III

with access to advice and within normal arrangements for professional accountability are expected to accept full responsibility for managing a caseload which will include the more vulnerable clients or those with particularly complex problems in situations where personal liberty or safety is at stake. Such officers are expected to contribute to the development of other

social workers. They may be expected to concentrate on specific areas of work requiring more developed skills. They may be expected to contribute to the development of new forms of work or service.

Local Authorities vary in their implementation of the national gradings. The two authorities who hosted this research both group levels I and II to provide a progressive basic social worker grade with appointment on the scales dependent on qualification and related experience.

Level III, however, is implemented differently in the two authorities. In one (County A) there is a scheme for "natural progression" of all workers from level II to level III (subject to an assessment of competence after 2 years post qualifying practice). In the other (County B) there are only a limited number of level III posts which are open to competition and which carry a hierarchical supervisory responsibility within the social work teams.

Above level III there is no prescribed career structure for social workers or their managers up to Assistant Chief Officer grades. The gradings and salaries of the Directorates of Social Services Departments are determined by a separate national negotiating body.

Organisational structures vary significantly across the country and are based on a variety of service giving models, for example, generic, specialist, centralised, regional, area based and 'patch'.

Further description of the departmental structures from which the research population was drawn will be given in Chapter 6.

### Summary

The social worker's struggle for professional status goes on and the professionalisation debate remains inconclusive. It would appear that accreditation in social work and professional registration still seem far away.

Studies of the professionalisation of Social Work (for example Epstein and Conrad, 1978) suggest that social workers do not perceive themselves as professionals when compared with other professions. It would appear that social workers, generally, have a greater preoccupation with conditions of service and organisational structure than they have with issues of professional community.

Social workers continue to struggle with the identification of their task and this is reflected in the complexity of the debate on the structure and content of education and training for social work which is again facing change.

It has been argued that the professionalisation of social work has been hindered by the chequered history of the occupation. The question of specialisation in social work appears to have been an influential factor in the processes of change. The recent re-introduction of a designated

specialist social worker in Mental Health for example was welcomed by many for the clarity of identity it would give to the profession, if only in part of the task.

Although the debate on social work professionalisation is inconclusive, there is a view that the way people portray their jobs can be influenced by the status they seek for their occupation. It is suggested, for example, that "professionals" are reluctant to examine what they are doing and that social workers seek to protect their day to day activity from hierarchical scrutiny (Hill 1980). The choice of methodology for the study of such jobs needs to take account of this view.

## CHAPTER 2

### THE ORGANISATION OF HUMAN SERVICES

#### Organisational Theory - A Background

The zoological garden of organisational theorists is crowded with a bewildering variety of specimens. That is, we talk about organisations as if they all belonged to one zoological class.

(Perrow 1974 p.18)

Thus Perrow reminds us of the various schools of thought that exist within the study of organisations and the confused state of organisational theory.

Historical divisions within sociology are reflected in two major approaches - the system or positivist approach and the social action approach. The first is based on a view that action derives from system, the second views system as the derivative of action.

According to the systems theorists we should expect to find in our study of all organisations an input, an output and a process (and a tendency toward entropy). Although there may be benefits to an approach which claims general application to all organisations, systems theory is criticised for its high level of generality and for the assumptions it makes about how people fit into the conceptual framework. It is also viewed as lacking an historical perspective.

Amongst the range of opposing approaches that have emerged are phenomenology, ethnomethodology, and symbolic interaction. There will be no attempt here to detail the posits of each of these theories but one thing that they all agree upon is that individuals construct their social reality by interaction with one another.

The interpretive or social action approach seems to have more appeal than the positivist approach. It suggests that only by a study of how people perceive the organisation and act within it can we understand the reality of organisational life. Fundamental to this approach is the concept of man's ability to interpret his experiences and represent them to himself - the view that man constructs theories about himself and his world.

Also, in the last decade organisational theory has been increasingly challenged for taking too little account of the environment. It is suggested by some writers that environments are the most powerful influence on organisational behaviour. Contingency theory was developed from open systems theory to attempt to give more sophisticated expression to organisational/environmental links.

Conventional open systems theories argue that organisations naturally adapt to technological and economic factors. But contingency theory argues that the study of any organisation must take account of its interdependence and networks and the other organisations to which it relates. It warns us not to underestimate the importance of the social context and the

wider environment if we seek an understanding of organisational behaviour. Particularly, there is growing support for increased attention to be paid to how people perceive their environment and respond to its pressures and constraints. The work of Lawrence and Lorsch (1967) is a landmark in the systems/contingency movement. Burns and Stalker (1961) and others show how organisations have different processes and structures according to the external environments in which they operate.

Theories of administration and management have considerable overlaps with organisational theory. The monocratic bureaucracy of Weber was based on principles of hierarchy and control. So too were the scientific management schools like Taylor's which further developed the precepts of division of labour, specialisation and economic motivation. Although criticised for their circumscribed view of human behaviour and their failure to take account of wider professional issues, the scientific management approaches appear to retain appeal where there is, for example, emphasis on clear objectives and measurement of inputs. The desire for control mechanisms, rationality in decision making and task definition can be traced back directly to the structuralism and formalism of Fayol and the classical management schools.

The Human Relations school was a reaction against scientific management - an attempt to make managers aware of the workers as human beings and not cogs in a machine. The work of Mayo and others produced numerous treatises. The movement emphasised the social needs of workers, group dynamics, employee morale and

more participative management.

More recently much of the behavioural work of the human relations schools has been subsumed into a more sophisticated approach - the theory movement or the utilisation of social science concepts and methods.

### The Organisation of human Services -

#### A Need to Demystify?

Attempts have been made to explore the relationship between organisational theory and the delivery of human services.

For example, Charles Perrow (1978) suggests that it is a mystery why the many advances in organisational theory have not had an appreciable impact upon health service organisations. It could be argued that the recent restructuring of health services in Britain might point to a need to re-examine that statement. But Perrow's case is, nevertheless, worth pursuing in relation to all human service organisations.

He suggests that an extreme answer merits consideration - that our theories are mystifications of reality and need to be demystified.

The reality being asserted in mainstream theory is that organisations are, or can be, rational instruments of announced goals. Perrow accepts that some mainstream theories such as systems and human relations theories oppose a mechanical, rationalistic notion of organisations when they stress natural adaptations, human needs,



informal groups and so on. But these natural characteristics are perceived as constraints on the organisation, as problems to be overcome, or opportunities to be utilized in making the organisation more effective (rational) in achieving its legitimate, announced goals. He suggests that we should, instead, place these constraints of mainstream theory, and their disclaimers, at the centre of theory and push the notion of intended rational instruments of announced goals to the periphery.

Perrow, in his argument, utilizes a commonplace distinction between the functions of an organisation and its goals. By functions he means the actual services the organisation performs for interested groups outside of the organisation and for its members. They may be consistent with the official goals, irrelevant to them or in conflict with them. He suggests that they can be identified by the fact that there would be effective protest if those services were to be changed or challenged. To illustrate, he purports that for human service organisations it seems to be typical that :

- (a) failure to supply unofficial benefits to the environment will be greatly resisted
- (b) the large majority of these benefits are inconsistent with official goals and detract from their realisation
- (c) the failure to meet official goals meets with very little resistance because the constituency is poorly organised and/or the goals themselves are recognised as unrealistic.

Perrow goes on to give examples of how a public organisation serves as a resource for other groups, groups with more well

organised and powerful members or constituencies. And he points to how the successful executive is judged on the basis of the growth of her or his organisation, the size of the budget, the contacts with elites, the accommodations it has with other powerful organisations and the number of programmers it has. "We admit", he says, "that it is very hard to measure the effectiveness of the programmes, or the quality of care; but it is easy to measure size and even clout. As the executive knows this also, why should he not act accordingly?"

Perrow reminds us that according to mainstream theory managers and workers must be motivated, informed of the goals, shown their part in the process, properly trained, rewarded, and punished. We assume that they are a part of the organisation, or are it, and therefore if organisations have goals, they must share them. If they do not, it is a pathology and should be corrected. But, argues Perrow, it is not a pathology. It is a fundamental characteristic of organisations that employees too use them for their own ends. They are concerned with such things as maximising their personal security, minimising their personal cost, or avoiding unpleasant duties or clients.

The Marxists and the ethnomethodologists remind us that people create their own reality and that what we see as structure is only the trace of past movement, but it is continually changing because people have to affirm it, act it out, and they never do so in the same way.

Perrow supports this view. He suggests that decisions are made with highly imperfect knowledge, motives are unclear, and effects of actions are unpredictable. Planning, he says, is more or less an illusion in this view, an imaginative reconstruction of the past, so that we can forecast and plan for the future in ways that are most convenient for justifying the present.

Perrow suggests that if we add to this the emerging notions about systems - that organisms differentiate in highly stable environments, not turbulent reactive ones, and that successful systems are those which are loosely coupled overall, with weak ties binding tightly coupled sub parts - then our rationalistic theories of organisational behaviour, and even our human relations modifications, are greatly misleading.

#### A Multi-Model Approach

Litwick (1978) has also reviewed the development of organisational theory and has assessed its relevance to service-giving bureaucracies. In his paper he outlines the basic propositions of theory that have emerged in the twenty years to 1978. He suggests that such seemingly diverse schemes or organisational analyses as Perrow's (1967), which rests on technology, Thompson's (1967), which stresses interdependencies, Blau's (1970), which emphasises size, and Etzioni's (1969a), which stresses compliance structures, share in common the idea that different structures are best for different tasks, and that tasks are defined in terms of contingencies. He develops the multi-model theory of

organisational structure within the given single-model extremes of Weber's (1947) monocratic bureaucracy and Human Relations theory (Whyte 1956).

The human relations theory posited the most efficient organisation as one that was diametrically opposed in many key respects to that of the Weberian monocratic model. It suggested that generalists were more effective than detailed specialists; collegial committees and internalised norms were better than hierarchy and rules; warm personal ties rather than impersonal ones were preferred; diffused relations were superior to detailed specifications of rights and duties; and internalisation of organisational goals by the entire staff was better than the separation of policy and administration.

Weber's formulation purports that specialisation leads to increased technical knowledge and efficiency. But Litwick suggests that there are circumstances in which breaking things down into simpler components will not increase effectiveness. Specialization, for example, is ineffective where there are many contingencies. In such situations one cannot train enough specialists to cover all the contingencies, so there are "gaps in service". Buell's (1957) material suggests it is often difficult if not impossible to co-ordinate many specialists. Given the handicaps of specialisation in such situations, it is hypothesized that the most effective way to handle uncertainty and contingencies is to stress the generalist rather than the specialist. The movement towards "Family Practice" as a "specialty" is largely based on this rationale.

The theoretical alternative to Weber's formulation is not a universal refutation of Weber. The alternative holds true only where the situation is a non-uniform one, that is:

1. where frontier areas of knowledge are prevalent
2. where tasks require little knowledge
3. where situations are unpredictable, or
4. where situations have many contingencies

Weber's formulation would still be true where the task is of sufficient regularity and where knowledge is sufficiently developed so that the situation can be split up into simpler components.

The central idea that different types of organisations are necessary for different types of uniform and non-uniform situations is what is meant by the "multi-model contingency theory". One way by which this framework can be generalised is to suggest that there is a continuum of tasks going from the extreme of uniform to the extreme of non-uniform. On the one extreme are the repetitive tasks which also require great knowledge and large numbers of people; such tasks are regulated by semi-automated procedures, for example, the procedures for billing customers. Following on the continuum might be the task of establishing eligibility for services or organising groups of neighbours into "street warden" clubs. At the other end of the continuum could be informal neighbourhood co-operation such as the calling of a doctor if a neighbour falls down. Given such a continuum of tasks, Litwick suggests there is also a continuum of organisations and a continuum of organisational structures.

The theory suggests that highly standardised tasks like billing would require a more rationalistic form of organisation, while the highly non-standardised task of finding a home for hard to place children would require a more human relations structure. In short, the two different types of task require a somewhat contradictory structure. It is not the tasks but the structures which are contradictory.

Litwick suggests that the very structure of the different administrative styles of the finance officer and the child care officer would be likely to force them into conflict no matter how congenial they were personally. In the event of some ambiguity during a meeting, for example, the finance officer might say "refer it to the top" whereas the child care officer might say "let's settle it ourselves". Thus, suggests Litwick, one of the basic problems that emerges when dealing with multiple tasks from different parts of the continuum is how to co-ordinate contradictory administrative structures within the same organisation. If conflicting structures can be effectively co-ordinated, he suggests, then the implications for organisational form and structure are substantial.

Litwick calls organisations which have conflicting sub-structures "compartmentalised" organisations. This replaces his earlier term "professional" organisation, and overlaps with the term "matrix" organisations. He points to two general bases for division of labour. One derives from a concept of competitive interdependence while the other involves facilitative interdependence.

To Litwick, competitive interdependence means that the more successful one unit is the less successful the other. But if one unit tries to destroy the other, it will suffer. Casework and group work may, for example, be in conflict. Some of the participants might view them as alternatives to each other and not as different techniques to be used for different purposes. They may perceive themselves as being in competition for limited funds.

By facilitative interdependence Litwick means that there is no way that two units can each gain its own goals without helping the other. For example, efficient administration of a volunteers expenses payroll cannot be achieved without the finance department being informed by the social worker about volunteers' entitlements. Volunteers would soon withdraw their services if they did not receive reimbursement of their expenses and social workers would lose an important resource.

When Weber wrote on monocratic bureaucracy, it is hypothesized that what he had in mind was a series of sub-units, each organised along a rationalistic basis and facilitatively interdependent.

The Human Relations theorists' rationale for splitting organisations into sub-units has not been developed but is easily derived. The point has been made, suggests Litwick, that the need to coordinate by committees, the need to develop positive effect and normative compliance, all require small size.

The mechanisms of coordination for units not in conflict would bear a resemblance to those in which they would be in conflict, the basic difference being that where there is facilitative interdependence, the stress would be on consensual decision making rather than adjudicative, and scientific open communication rather than confidentiality. It is assumed, says Litwick, that when the other unit can only help, there is no reason to withhold the information it wants and the two units would continue to talk until one finds a solution to which both parties agree. Thus Litwick sees harmony within "compartmentalized" organisations - a concept of loosely coupled structures each responding to its own environmental demands.

### Summary

There is growing support for the view that a study of how people perceive the organisation, and act within it, is essential to our understanding of the reality of organisational life. Interpretive or phenomenological approaches to the study of organisations seem to have gained more support than the positivist, systems approach.

Also, in the last decade there has been increasing support for the contingency theorists's view that organisational behaviour is strongly influenced by the environment and the way that people perceive and respond to it.

There have been attempts to relate organisational theory to the delivery of human services. Perrow (1978) argues that a



demystification of existing theory is needed. He suggests that the unofficial goals and human needs identified in mainstream theory as constraints on rationality do not constitute a pathology to be corrected. Rather, he argues, they are fundamental characteristics of organisations which should be at the centre, and not the periphery, of organisational theory.

A multi-model contingency approach to the organisation of human services is advocated by Litwick. He suggests that the tasks of human service organisations are on a continuum and that the different tasks require different structures. Litwick points to two bases for division of labour which could form the basis for the coordination of different structures: competitive interdependence and facilitative interdependence. He suggests that if conflicting administrative structures within the same organisation can be effectively coordinated, the implications for organisational form and structure are substantial.

It would appear that the study of a human services organisation, which is modelled on differentiated functions, needs to take account of the interpretive or phenomenological viewpoint together with the differentiated or multi-contingency viewpoint.

THE STUDY OF SOCIAL WORKERS

The difficulties encountered in analysing what people actually do in their jobs have been well documented. Yet without an accurate basis of knowledge of what people really do, and how they perceive their jobs, decisions about skills and abilities required, and training and development needs, are almost arbitrary.

Perhaps the main common tools used by employers for identifying the tasks and responsibilities of a job, and the qualities and abilities sought, are the job description and the person specification. A booklet published in the early 1970's by the Health and Social Services Journal entitled "Staff Recruitment in the Health and Social Services" gives the following guidance :

The facts that are fundamental ... are in the job description. This should describe what the "out-put" or achievement must be to be satisfactory, the working relationships, the limits of authority and what activities are entailed in achieving the desired output. From this an exact idea of the qualities required in applicants - the "man" or person specification - can be built up.

George Thomason (1978) suggests that "the question to which the person specification seeks to provide an answer is what qualities and qualifications ought a person to have to do this particular job to the level of adequacy which is

implicit in the criteria." He supports Plumbley's (1976) view that "there are jobs which are much more individual in the personal attributes they appear to require, and for this reason it may be necessary to write the ideal man/woman specification which will match the job".

There is, then, ample support for the notion that to ensure a successful match of skills and abilities with the demands of a particular job, there is a need for careful analysis of what the job entails. This is equally true in ensuring that training and development programmes are designed to meet real needs.

### The Social Work Task

The social work task, though, has proved difficult to quantify. Like other professional groups there is a reluctance amongst social workers to examine what they are doing. Michael Hill (1980), referring to the difficulties faced by social services departments in categorising the actual contribution made by social workers, states:

Social Workers, in as much as they seek to protect their day to day activities from hierarchical scrutiny and control contribute to this impression. It is also fostered by their own uncertainty about their work, and by the controversy within the profession about the essential ingredients of the social work task. (Hill, 1980)

There is a paucity of empirical studies of social workers jobs. Most of the work so far produced is of a general prescriptive nature (Butrym 1976, BASW 1976; Goldberg and Warburton 1979), though there are some attempts to distinguish

those roles which require professional social work expertise from social service and administrative roles by using such criteria as client vulnerability, complexity of case situations, and the weightiness of decisions to be made.

One such effort to identify the "social work task" as distinct from the more mundane supporting tasks is made by Butrym (1976) who distinguishes between :

- (a) "provision for the quality of inner life" which she regards as the social work task above all;
- (b) providing "support and containment" which is partly a social work task but may also be performed by others including volunteers;
- (c) dealing with "matters of right and entitlement" where social workers need to know of the services available but should not be concerned with day to day administration;
- (d) dealing with other agencies, where the social worker's task is to transmit relevant needs to appropriate institutions and to press for necessary changes to policies.

The British Association of Social Workers working party has similarly published an attempt to distinguish some of the more complex tasks which require special skills, including particular skills in dealing with interpersonal relationships, from more mundane activities (BASW 1976).

Goldberg and Warburton (1979) suggest, however, that no matter how useful such theoretical exercises may be,

they do not remove the need for operationally based

descriptions of tasks to be performed and skills needed ... what we lack so far is documentation of what actually happens in different circumstances and problem situations.

Goldberg and Warburton's action research project was undertaken during the 1970s in a demographically typical English south coast town. Their aims were:

- (1) To develop a model information and review system which would enable fieldworkers and management to monitor their social work and social services activities in order to discover how professional skills and other social services resources are used in relation to different problems presented and different aims pursued.
- (2) To encourage social workers to become more explicit about both means and ends of their activities.

The results of their study were well received within the profession. The definitions and descriptions they used for the design of a social work case review system were also found to be helpful in determining how best to deploy different types of social work staff.

Their work however was focused on breaking down the component parts of social work rather than on identifying tasks and the skills and abilities they require.

Although Goldberg and Warburton found that their descriptions of activities elicited a positive response from the social workers in their study, they recognised that there is much scope for the further development and refinement of task categories.

Besides the work done in trying to define social worker tasks and abilities, there have also been studies undertaken of how social workers actually spend their time. Amongst these was a project run in 1975 by Newcastle-Upon-Tyne Polytechnic to monitor time spent by social workers in North Tyneside Social Services Department and to discover why some work takes longer than it should. A report on the project written by Neville Harris, Head of Management Studies Division at the Polytechnic, and Eddie Palmer, Principal Assistant, Staffing and Training, North Tyneside Social Services Department was published in Community Care on 19th May 1976.

The project involved a "time logging exercise" commencing with a pilot study of five social workers. Before each worker in the main study commenced recording their time spent, they were asked to complete a sheet which listed the activities proved in the pilot run to be the major time consuming ones, by estimating what time they thought they were spending on the activities (the "will be" column) and the time they wanted to spend on them (the "should be" column).

Table 2 is a summary of the findings of the exercise. All the figures are expressed as percentages of working time, rest time being eliminated from the calculations.

It was found that the social workers in fact estimated very accurately how they spent their time - to within three per cent - for each activity - perhaps evidence of unconscious organisation that is never consciously examined.

TABLE 2: SURVEY OF SOCIAL WORK TIME SPENT (NORTH TYNESIDE SOCIAL SERVICES DEPARTMENT):

Activity:	"Will be" estimate	"should be" estimate	Actual values Nov. study	+ Will be +	+ Should be +	Pilot study Mar-April	Grand average 22 Social Workers
Travel	12.4	8.6	15.70	+3	+7	15.0	15.6.
Writing/Dictating	21.4	16.2	21.06	-	+5	20.0	20.8
Supervisor	5.6	7.6	6.95	+1½	-1	5.5	6.7
Formal meetings	6.8	5.4	8.47	+1	+3	5.5	7.9
Colleagues	7.8	6.6	7.62	-	+1	11.0	8.3
Clients	31.0	41.0	28.83	-2	-12½	28.0	28.7
Reading	3.2	5.0	3.44	-	-1½	4.0	3.5
Telephone	6.0	4.8	4.13	-1	-	5.0	4.8
Other	5.8	4.4	3.15	-2½	-1	7.0	3.9

All the above figures are expressed as a percentage of the working day. The working day does not include rest time.

SOURCE: Community Care  
May 19th 1976

However, the descriptions of the activities used in this exercise were broad and generalist and the aims of the project did not include an attempt to relate them to skills and abilities.

Attempts have been made to define the skills required in social work. Mary Henkel (1985), for example, has said "all social workers should be expected to exercise the following skills:

- \* enabling others to express and communicate feelings
- \* tolerance of, and the capacity to hold, some overwhelming and violent feelings
- \* making hypothesis and judgements about social circumstances
- \* identifying and mobilising formal resources
- \* communicating judgements, value positions and information to others: colleagues, other occupational groups, and clients
- \* decision making
- \* enabling others to make decisions
- \* negotiation

She adds, however, "the precise content of this particular list is not crucial - I am sure that most people would have some quarrel with it".

Again, there is no attempt to relate identified skills and abilities to an analysis of the social work task.

Much of the work so far produced on the social work task is based on assumed similarities in the way that social workers undertake their jobs. But Goldberg and Warburton argue that:



suggestions are arising, both from the residential and social case work field, that the personality and style of the key worker, be it the warden of a hostel or the fieldworker, is a very important and relatively unchanging ingredient which is not adapted as much as had been supposed to the differing needs of different types of clients. This careful matching of clients and care-givers warrants more attention and systematic exploration.

(Goldberg & Warburton, 1979)

Their view is supported by the findings of a previous study undertaken by the writer (Ollis 1983). 104 social workers completed questionnaires which included a request to rank their support for the view that different specialisms require different skills, personality traits, ages and attitudes. Their response is set out below

(1) Different Skills

Yes, high support

No support

66	20	6	8	4
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(2) Different Personality Traits

Yes, high support

No support

44	29	13	11	7
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(3) Different Ages

Yes, high support

No support

15	14	38	23	24
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(4) Different Attitudes

Yes, high support

No support

35	26	21	14	6
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Support was particularly high in relation to the need for different skills.

Also in this study, 17 social work managers were asked in interview "Do you look for different skills/personality traits when selecting for different specialisms or levels of post?" 16 answered "Yes". Amongst the additional comments made by those managers were:

- \* some jobs require skills in one-to-one contact, some in group work, some practical skills, others are more political.
- \* a good case worker would not necessarily be a good manager.
- \* patterns were already becoming established under generic working e.g. work with adolescents attracted young social workers, fostering tended to attract older women.
- \* need to look not only at the contribution an applicant could make, but also the demands that the job would put on that person.
- \* I look for different skills in a Social Worker than in a Social Work Assistant - the latter should have a more practical nature.
- \* for Senior Social Workers I look for the ability to function alone, for Social Workers I look for broader attitudes.
- \* personality requirements can differ according to whether the post is associated with a team exercise or narrow specialism.

The study established that there was generally little attempt made, at that time, to analyse the tasks and skill requirements of the posts to which these managers were appointing. In the absence of such analysis it could be argued that some of their comments were subjective or based on stereotyped assumptions.

## The Need for Further Study

The need to critically analyse the social work task and its skill requirements has become crucially important as proposals develop for a new professional social work qualifying course.

The first intake of students for the Qualifying Diploma in Social Work (QDSW), as it is proposed to be known, is scheduled for 1991. Explicit within the debate on the new qualification in social work has been the view that it should prepare students for the requirements of posts and for working at various levels in organisations.

It is argued that the level of work for which qualifying training must now prepare students includes a measure of management responsibility. N.J.C. Conditions of Service<sup>\*</sup> include a requirement for level II social workers (qualifying level) to "concentrate on specific areas of work ... and to supervise trainees or staff other than social workers". Level III workers, according to N.J.C., have additional responsibilities "to contribute to the development of other social workers ... and ... they may be expected to contribute to the development of new forms of work or service".

Ian Mallinson also sees field social workers having a particular managerial role in relation to resource allocation and social planning. He suggests that training is about career development, and the

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\* National Joint Council for Local Authorities' Administrative, Professional, Technical and Clerical Services, N.J.C. London.

competencies required should not be examined narrowly in terms of professional roles. Instead, a pragmatic blend of management and professionalism would stand social workers in good stead for career development on the one hand and development of required standards on the other, as well as preparing them for the possible supervisory requirements placed upon them in some departments at level II.

(Mallinson, 1986a)

Mallinson suggests that "the applicability of management training and education to social work roles varies according to the level involved".

In a later article, Mallinson (1986b) supports his concept of the social work practitioner manager by listing some of the managerial skills and job requirements highlighted in the ADSS document "Competence for Caring" (1985) as being inherent in the post-Barclay social work role:

- \* the increased use of collaborative planning between agencies and authorities;
- \* the emphasis upon the rights and involvement of clients/consumers in decisions and the provision of services;
- \* the need to share information with consumers and politicians and their involvement in the planning process;
- \* the "time management" aspects of the social work task and — case management;
- \* the development of collaborative working within organisations involving all levels and facets/functions of the service implying integrated planning and development;
- \* local collaborative work among agencies involving dialogue with clients and agencies;
- \* multi-disciplinary team working;

- \* the ability to manage, co-ordinate and act in an integrated service;
- \* planning to meet individual/group/community needs (involving feasibility studies, cost effectiveness studies, processes of communication and determination of key responsibilities.

Mallinson's articles are based on several interviews with Directors, trainers and others in social services and voluntary agencies in the West Midlands. His conclusions support other writers who suggest that the social work profession must be considered to be in a constant state of incremental change. The features of the past, social diagnosis and social intervention, (he suggests), have been replaced by an era of counselling and social care planning. "Social work has become allied to the management task of planning and the strategies this implies. No longer can the implicit criterion of competence be allied to social casework alone" (1986b).

The results of other studies, however, suggest that casework skills must remain a major component of qualifying training. A survey undertaken by C.C.E.T.S.W. (1987) shows that even the most newly qualified social workers are involved in the more complex client cases. There were 2,561 respondents to C.C.E.T.S.W.'s questionnaire, all of whom had been qualified for less than nine months. Working with offenders was most often given as the major client emphasis of the first job (24%). But the Council records as "remarkable" the finding that 13% of those in their first job after qualifying identified child abuse as the special emphasis

of their work - this increased to 18% with the second ranked emphasis included.

### Summary

From the above it will be seen that some attempts have been made to distinguish the social work task and to analyse how social workers spend their time. However, much of the work so far produced is of a prescriptive or descriptive nature and the studies that have been made have tended to be partial - with a focus on particular aspects of social work. For example, Henkel has looked particularly at skills; Mallinson has concentrated on the changing direction of social work; Goldberg and Warburton's study was mainly casework orientated. The need for further study has been recognised and there appears to be a need for a more wholistic approach. The current national debate on education and training in social work highlights the need for a scientific analysis of the work done by social workers at the various career levels. In particular there is a need to discover whether social workers' perceptions of their work reflect the assumptions and beliefs upon which new patterns of professional qualifying education and training are being based.

THE STUDIES OF OTHER JOBS

It has been noted that :

many of the typical essay descriptions of job activities are not adequately descriptive of the jobs in question, especially in the case of jobs that deal primarily with decision and communication activities such as managerial, supervisory, professional and technical jobs.

(McCormick, 1976)

In terms of job analysis, there has probably been more research into managerial jobs than any other. It may be possible to learn something about the study of complex activity, like social work, from the research into managerial work. The identification of a managerial role in the increasingly autonomous function of social work makes these studies the more relevant.

Management Roles and Job Types

Mintzberg (1973) and Sayles (1964) both describe management in terms of roles and activities rather than functions, which is the more common approach. In both instances, the conceptual frameworks employed are derived from extensive empirical analysis of what managers actually do. Descriptive categories developed in these studies are quite similar.

Managerial behaviour, according to Mintzberg is encompassed in three interdependent role sets as follows:

1. Interpersonal Roles:
  - (a) figure head
  - (b) leader
  - (c) liaison
2. Informational Roles:
  - (a) monitor
  - (b) disseminator
  - (c) spokesman
3. Decisional Roles:
  - (a) entrepreneur
  - (b) disturbance handler
  - (c) resource allocator
  - (d) negotiator

In general, these roles are thought to be inextricably linked. Interpersonal roles, which fall to the manager largely by virtue of status, put him or her in a position to collect and process information that is in turn utilized for decision making purposes. Thus, all administrative roles form a gestalt such that the failure to perform in one area is likely to impair role performance in the other areas as well. Mintzberg recognizes that certain roles take on somewhat greater importance as the organisation moves through periods of change and stability.

Based on his study of the work of five chief executives and of other studies of managers, Mintzberg tried to answer the following questions:

- \* what kinds of activities does the manager perform?
- \* what are the distinguishing characteristics of managerial work?
- \* what basic roles can be inferred from a study of the manager's activities?



\* what variations exist among managerial jobs?

He focused on the question "what do managers do?" and he based his answer solely on empirical studies of managerial work.

Mintzberg concluded that "managers' jobs are remarkably alike" and could all be described in terms of his ten basic roles. From these roles Mintzberg deduces six basic purposes for a manager:

1. to ensure the efficient production of the organisation's goods and services
2. to design and maintain the stability of organisational operations
3. to adapt the organisation in a controlled way to its changing environment
4. to ensure that the organisation services the ends of those persons who control it
5. to serve as the key information link between the organisation and its environment
6. to operate the organisation's status system

Mintzberg found that although the managerial roles are played out by all managers, there appears to be considerable variations in the work done by different managers. He concludes from the study of these variations that managerial jobs may be grouped into eight basic types. These, together with the key roles are:

<u>Managerial Job Type</u>	<u>Key Roles</u>
Contact man	liaison, figurehead
Political manager	spokesman/negotiator
Entrepreneur	entrepreneur/negotiator
Insider	resource allocator

Real-time manager	disturbance handler
Team manager	leader
Expert manager	monitor, spokesman
New manager	liaison, monitor

Jenkins (1983) gives examples of managers who might fit the Job Types described by Mintzberg. The contact man, he suggests, might well fit chief executives in service industries. The political manager might well be suited to public sector organisations. He quotes Mintzberg's description of "the head of a small, young business organisation" as the entrepreneur, and a middle or senior level production or operations manager as the insider. The real time manager is described as one who will be found in basic line production jobs or at the head of a crisis ridden organisation. The team manager is concerned with the creation of a team while the expert manager is, in Mintzberg's words, a "centre of specialised information in the larger organisation." The new manager is self defined.

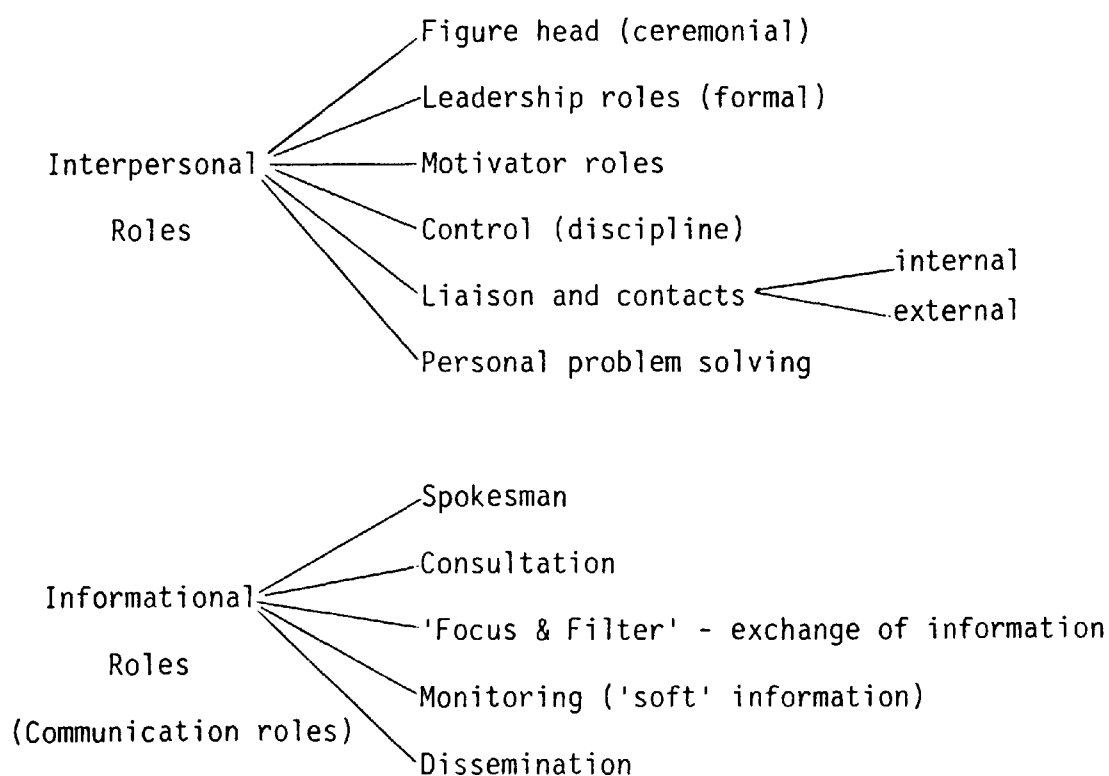
The results of Rosemary Stewart's early work (1967) supports Mintzberg's findings that managerial jobs can be grouped into basic types.

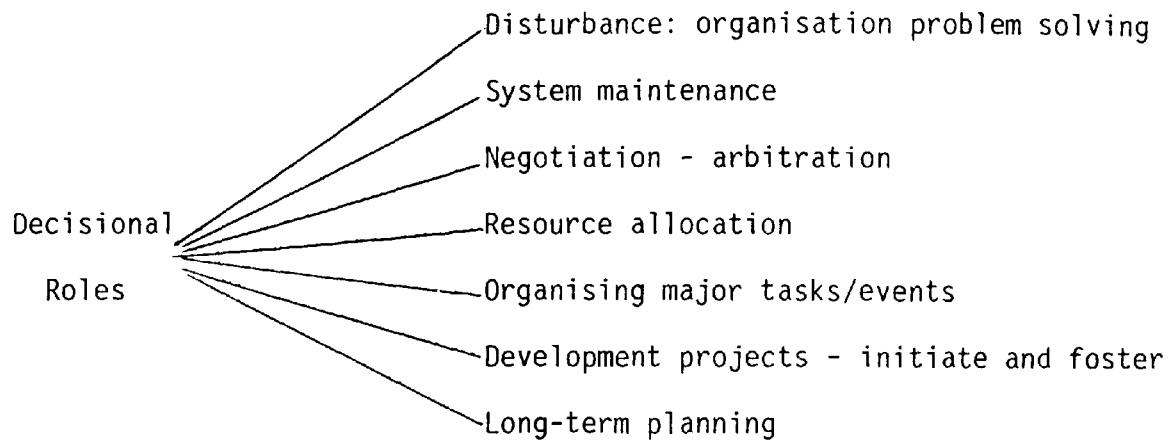
Using the self-recording method, with a specially designed diary, Stewart looked at variety within managers' jobs. She found that there were considerable differences in the way in which 160 managers spent their time. With the help of a cluster analysis, undertaken by computer, she was able to illustrate that her sample of managers could be classified into five intelligible groups. She calls them:

- \* the emissaries
- \* the writers
- \* the discussers
- \* the trouble shooters
- \* the committee men

There are similarities between Stewart's manager groups and Mintzberg's managerial job types. Stewart's emissary, for example, is similar to Mintzberg's contact man, the trouble shooter is like the real-time manager, and the writers are Mintzberg's expert managers.

Mintzberg's role findings are supported by Webb and Lyons (1982). They re-used diary material first employed by Lyons in a study of senior staff in comprehensive schools, undertaken in 1972. Their updated analysis of activities is very much in line with Mintzberg's and produces the following suggested role configuration:





Lau, Pavett and Newman (1980b) used Mintzberg's roles, with the addition of a technical expert role, to compare high level public and private sector jobs in terms of job content, job characteristics and required skills, knowledge and abilities.

Using a 50 item questionnaire, with an average of 4 items measuring each of Mintzberg's ten roles, they compared 370 highest graded civilians working for the U.S. Navy and 220 senior managers and executives in a range of Southern Californian service and manufacturing firms. The research generally supports Mintzberg's findings that a managerial job involves roles that can be broadly classified as interpersonal, informational and decisional.

### Approaches to the Study of Managerial Work

Much has been done by Rosemary Stewart (1967; 1976; 1982) in the study of managerial work. In her early work (1967) Stewart identifies three main methods used by researchers for studying how managers spend their time

- (i) ask managers to estimate how they spend their time between different activities
- (ii) manager to keep a record himself
- (iii) an observer records what the manager does

She found, however, that previous work in this field lacked precision about actual activity and the demands of the job. Her early work argues that for too long management training had been based on assumptions about the similarities between managers' jobs, assumptions that management is an activity requiring uniform abilities and a common body of knowledge.

The research documented in Stewart's 1967 work aims to discover differences between jobs rather than individuals, since there is evidence from the studies of leadership behaviour done in the 1950s by the Ohio State University Bureau of Business Studies that the nature of the job does help to determine what its holder will do. Her research involved the keeping of a diary, by 160 managers, over a four week period. She identified four main approaches to the problems of analysing managers' jobs represented by four questions:

1. What is Management? Her answer to this question is that many textbooks, for example Fayol and Urwick (classical approach) are too general to be of much help in the selection and training of managers.
2. What are the responsibilities belonging to the different jobs that make up an organisation? She suggests that job descriptions have limitations in providing an answer to this question: (a) they may describe what is supposed to happen rather than what does happen and (b) they apply best to a fairly static organisation and least well to one that has to adapt to changing conditions.
3. How can management jobs be compared and evaluated? She concludes in answer to this question that job evaluation

as applied to manual and junior clerical jobs cannot be used for the more complicated tasks performed by managers.

4. How do managers spend their time? Her answer to this question suggests that little of the thinking about management is based on objective data. Very few attempts, she concludes, have been made to collect and classify data on management behaviour.

In a later work (1976) Rosemary Stewart documents a further study, this time of 450 managers. The starting point of this research was that the existing language for describing the demands of managers' jobs was inadequate.

In this study, Stewart used two new typologies for distinguishing the nature of managerial jobs:

- (1) Contact pattern: the nature of the contacts that characterised them
- (2) Work pattern: the way work patterns are distributed over time and the origin of those activities.

From this study she identifies 3 types of work pattern:

<u>Systems Maintenance</u>	<u>Systems Administration</u>	<u>Project</u>
Recurrent	Recurrent	Non-recurrent
Fragmented	Time Deadlines	Sustained attention
Trouble-Shooting	(a) expected	Self-generating
	(b) unexpected	Long term

Stewart suggests that such distinctive work patterns have implications for selectors and trainers. These are discussed later.

In her 1982 work, Rosemary Stewart applied yet another model to the study of managerial work, that of demands, constraints and choices. She suggests that it can be used not only to explore the nature of managerial jobs, but other responsible jobs as well, how an individual perceives his/her job, and the behaviour of the job-holder.

The framework of this model consists of:

Demands: what one has to do

Constraints: the factors, internal and external to the organisation that limit what the job holder can do

Choices: the activities that the job holder can, but does not have to do. The opportunities for one job holder to do different work from another and to do it in different ways.

Individuals in similar jobs may have somewhat different demands, constraints and choices, both in fact and in their perceptions of them.

Stewart noted that managers in similar jobs had the following main choices in how the work was done:

- the amount of fragmentation of the day
- the formality or informality of contacts
- whether people (especially subordinates) are seen alone, in pairs or in groups
- the time spent in meetings
- the time spent travelling

## Characteristics of Managerial Work

From the analysis of their work, Lau, Pavitt and Newman (1980b) find that there are job features which are characteristic of the managerial task in private and public sectors:

- the work is fragmented
- managers do not rely on formal information systems, much of their information is gained from informal systems
- public sector managers spend an even greater proportion of their time than private sector managers in crisis management and scheduled meetings
- both groups indicate they do not have time for "systematic reflective planning", leadership or defining organisational goals.

Mintzberg, in his detailed analysis of the characteristics of managerial work, also finds that managerial work is fragmented and subject to constant interruption. But, he claims, the manager "actually appears to prefer brevity and interruption in his work. He becomes conditioned to his workload."

Additionally, instead of developing a capacity to plan, "the manager gravitates to the more active elements of his work - the current, the specific, the well defined, the non-venture activities." Mintzberg also finds that the manager prefers verbal media and spends most of his time in verbal contact.

One of Mintzberg's conclusions is that "the job of managing does not develop reflective planners: rather, it breeds adaptive information manipulators who prefer stimulus-response milieu." He also concludes that there is no "science" of management and the management scientist will only help through a better understanding of the



manager's work and access to the manager's verbal data base.

Carlson (1951) reaches similar conclusions. He found in his study of managing directors, using the self-recording method, that they had little idea of how they spend their time. He was struck by the fact that they were rarely alone and when they were it was usually for periods too short for sustained thinking. He thought they were too much ruled by their engagement book so that their work was determined by other people.

In his research, Tom Burns (1957) studied 76 managers who kept diaries for 3 to 5 weeks. His findings suggest a relationship between the rate of change in the external environment, or internal expansion or development, and the amount of time that the top management group spent in discussions. In general, the faster the rate of change the more time managers spent talking together.

In yet another study, Whitely observed seven managers in four different organisations, using Mintzberg's categories. A time sampling technique was used and the results supported Mintzberg's conclusion that managers have a wide network of contacts; spend much more time with immediate subordinates than with immediate superiors; and that 40% or more of the contacts of managers were initiated by another party. Results also supported Mintzberg's findings that the major part of the manager's contact time is spent in transmitting and receiving information verbally, while managers spend little of their contact time in making decisions.

Another characteristic of managers, in certain environments, was

confirmed by Crowson and Porter-Gehrie (1980) - a tendency to develop coping mechanisms.

Their study of the day to day decisions and discretionary behaviour of 10 principals of large American urban schools, undertaken over an entire school year, follows Lipzky's theories of street level bureaucracy (1980). The "street level bureaucrat" is described as someone who performs his job in a rather complex and uncertain work environment, in an organisational position which entails interaction with clients, provides opportunity for discretion in making decisions, and can make a major impact on clients. The environment for the "street level bureaucrat" is marked by lack of adequate resources, ambiguous role demands and physical and psychological challenges to his authority. Lipsky suggests that people in this position will develop coping mechanisms.

As Mintzberg had found in his study of executives, Crowson and Porter-Gehrie found that the school principals' day was "filled with a variety of tasks and interactions." On average they were engaged in ten separate activities per hour. The principals were found to have adopted 4 main coping mechanisms - one of which was to blame other parts of the system!

#### Implications for Selectors and Trainers

Rosemary Stewart, particularly, has highlighted implications for selectors and trainers in the results of studies into managerial work.

The findings of her 1967 study of 160 managers lead her to suggest that in jobs that are highly fragmented, for example, there is a temptation to make the current problems a perpetual excuse for postponing consideration of the long term ones. Trainers for such jobs, she urges, should try to help them to overcome the particular hazards to efficiency that are characteristic of their jobs by giving them special training in defining job objectives, in setting work priorities and in the methods of checking that they are keeping to them.

Another hazard to efficiency that she found characterised some jobs is the temptation to become merely a post office. This is a danger in jobs that require liaison between groups. The temptation is greatest when there is an element of conflict between the groups.

Stewart also expresses the view that "too little time" is the most respectable reason for neglecting some aspect of one's job - but it is rarely a sufficient reason. For most people, she suggests, Parkinson's Law is true "that work expands to fill the time available." She prompts the man who complains that he has no time, to ask himself whether he really regrets this. She suggests that he may be happiest when he is in the centre of activity, necessary or not. He may love hustle, people coming to him for information and decision. He may enjoy showing his power in coping with crises, unaware of the fact that with more care they could have been avoided.

Stewart offers, in her 1967 work, some suggested tools for managers to use in analysing how they spend their time to discover whether they are as efficient as they think they might be.

The identification of 3 types of work pattern, in her 1976 work, has implications for selection suggests Stewart. In her view, such distinctive work patterns are likely to suit people of different temperaments. The first "Systems Maintenance" is likely to be suited to those who are energetic, resourceful and decisive, perhaps also restless. The second "Systems Administration", those who like security and can adapt to, or even prefer, working to deadline. The third "Project", those who can retain their interest and momentum over longish periods and who can be self-generating. She suggests that types 1 and 2 are habit-forming - those in the second type are likely to be more resistant to change than those who have been used to other types of work pattern. She observed that self-imposed fragmentation may be explained by the difficulty experienced by managers moving from type 1 to jobs which require periods of more sustained attention.

Rosemary Stewart introduced the concept of "exposure" in her 1976 work. She defines it as the extent to which the job-holder can make, and must run the risk of making, mistakes or poor performances, either of which can be unmistakably identified as his. This concept, she suggests, is relevant to selection. Some individuals will suffer too much stress to be effective in a really exposed job or may be tempted to play for safety. She suggests, too, that

the concept has relevance to job evaluation. It can be shown that the responsibility of some more junior jobs are underrated.

Stewart also found in this study that the discrepancy in descriptions of the sample jobs, by job-holder and boss, were quite-startling. The description given by the boss presented a job with greater scope. A suggested reason was that the boss underestimated the amount of routine work to be done. Some of the job-holders studied were so absorbed by detail that it left little time for the wider, more self-generated and innovatory aspects of the job contained in the boss' description.

### Summary

There is now a substantial body of empirical data about managerial roles and activities. The problems of studying such complex activity are also well documented. Several approaches to the analysis of complex jobs have been defined and a variety of models established.

The findings of Whitely, Stewart, Mintzberg and others support the conclusions reached by Carlson and Burns about the activities of managers. They are summarised as follows:

1. Most managerial activities are of short duration - brevity is the keynote
2. Managers are subject to constant interruption and their work is liable to fragmentation
3. Reflective thinking and planning take second place to a

preference for live action.

4. Much of the manager's work is carried out through face to face contact, through formal or informal discussion with other people. Managers have a preference for verbal media
5. Very little contact time is spent in decision making but information gathering and problems of supervision are major concerns
6. The manager is the focus of an information network and spends much time in seeking out and transmitting information
7. Much of the manager's work is not controllable and is determined by others
8. One third to half of contact time is spent with subordinates
9. One third to half of contact time is spent with external contacts

It has been suggested that different work patterns are suited to people of different temperaments. There are implications in this for selection and for trainers. Trainers, particularly, should be aware of the problems for people moving from one job to another and of the hazards to efficiency which are inherent to some job types.

Social work has been shown to have managerial components (see Chapter 3) and the study of managerial jobs point to many overlaps in the characteristics of managerial work and the characteristics of social work. This suggests that the techniques that are used for the study of managers can be applied to the study of social workers.

## CHAPTER 5

### METHODOLOGY

#### Introduction

Two major modes of investigation have been used in this research project, Repertory Grid Analysis and structured interviews based on a questionnaire.

It has been pointed out by Ghiselli (1955), that accurate analysis of jobs should provide the basis for decisions about selection, training, job evaluation and organisation. However, many of the schemes that exist for analysing jobs are based on essay descriptions of job activities. Such descriptions have been found inadequate for the analysis of jobs that deal primarily with decision and communication activities (McCormick 1976). Rosemary Stewart has also pointed to the problems of using a prescriptive approach to job analysis. In one of her studies (Stewart 1976) she found the discrepancy in job descriptions, by post holder and boss, were quite startling.

The methodologies that exist for researching peoples' jobs also have drawbacks. The question and answer interview, for example, can be distorted by the bias introduced by the interviewer. Investigator bias can also contaminate observational studies.

## Repertory Grid

The importance of the way in which people perceive their jobs (a phenomenological as opposed to positivist approach) is becoming more and more recognised. The Repertory Grid is a relatively new, but increasingly used, way of exploring job perceptions (Smith 1980, Stewart and Stewart 1981). In "A Note on Repertory Grid" which Valeria and Andrew Stewart use in their workshops, they describe three of the Grid's unique advantages :

first, it is very nearly free from the bias introduced by the interviewer or investigator which contaminates other research methods; second it enables a very full mental map to be drawn in a way which makes it easier to measure change or to make comparisons between people. Also, it has high face validity for the interviewee, and those subjected to Grid interviews usually find the process enjoyable and educational.

In its original form the technique was called the "Role Construct Repertory Test". It was introduced by Kelly (1953) and based on his theory of Personal Constructs. Initially, Personal Constructs, and Repertory Grid Methodology, were used in the clinical setting as a method of treating patients and also, as a method of evaluating different types of treatment.

More recently, the magnitude of its potential contribution to occupational psychology has been appreciated. Workshops in the use of Repertory Grid have been developed by Valerie and Andrew Stewart and applications in the following fields have been shown to be possible:



- a method of evaluating certain types of training (especially management training and also social skills type training)
- a training technique in itself
- a method of attitude measurement
- a tool of market research
- a tool for the analysis of jobs
- a technique in management selection
- management development and vocational guidance

### Basic Concepts of Repertory Grid

One of the many different scientific strategies used by psychologists, particularly when looking at interpersonal behaviour of groups, is to regard man as a categorising animal. The idea of categories, and relations between them, has been used in notions of cognitive maps and plans. Kelly developed the idea and produced a system which has become sufficiently accepted to give rise to a "school" of psychology.

Kelly believed that man comes to know the world by the construction he places on it and so invents for himself "a representational model of the world which allows him to make sense out of it and enables him to chart a course of behaviour in relation to it" (Bannister and Mair, 1968).

Personal constructs, argues Kelly, are the dimensions that man uses to conceptualise features of his everyday world.

These personal constructs systems are used to forecast or anticipate events and to discriminate between events. Thus, the theory relies on two main notions: Anticipation (or prediction) and Construct (a particular kind of category, particular in that it is unique to the person using it).

Construct Theory is unusual in that it was put forward in a complete, elaborate and formal statement by one man at one time (Kelly 1955). Most psychological theories tend to be stalactitic growths which have accumulated over the years.

The fundamental postulate of Personal Construct Theory is: "a person's processes are psychologically channelled by the way in which he anticipates events." It is implicit in Kelly's theory that if we somehow determine the "map" a person is using, we can anticipate and explain much of his behaviour. In essence, the cognitive maps are made up of two aspects:

the elements: these are the objects of peoples' thoughts. Depending on the application, they may be people, roles, parts of a job, products, or just about any other objects the investigator can imagine. The elements can be considered as being analogous to names of the towns or villages that a person puts on his cognitive map.

the constructs: the constructs are the qualities or characteristics a person uses to describe the elements he puts on his map. The constructs can be thought of as being analogous to the directions on the map.

Although the impetus for repertory grids came from Kelly's work on Personal Construct Theory it has been pointed out by Smith (1980a) that "repertory grid constitutes a statistical method in its own right and there is no obligation to accept Kelly's underpinning theory."

Several forms of Repertory Grid have been developed since the one described by Kelly. Bannister and Fransella (1971) explain Kelly's theory and his grid technique and point to certain general characteristics that all repertory grids have in common.

1. They are all concerned with eliciting relationships for a person between sets of constructs
2. The central aim is to reveal the construct patterning for a person and not to relate this patterning to some established normative data.
3. There is no fixed form or content. It is called repertory grid technique and not test and the selection of the form and content is related to each particular problem.
4. All forms are designed so that statistical tests of significance can be applied to the set of comparisons each individual has made.

### Its Validity and Reliability

Repertory Grid is a technique which allows information to be gathered undistorted by the investigator's views, and lends

this information to objective quantitative analysis. It offers a perspective which emphasises meanings.

According to Smith and Stewart (1977), it is difficult to talk about the validity and the reliability of Repertory Grids. On validity, Fransella and Bannister (1971) argue that the grid is "a format in which data can be placed which will reveal if there is pattern or meaning to the data." They suggest that it is very much like talking about the validity of chi-squared. The grid has no specific content and is valid in so far as it will effectively reveal patterns and relationships in certain kinds of data. They go on however to give examples which indicate the validity of the grid. Fransella and Bannister discuss the reliability of Repertory Grid in some detail (from p.82). They examine 8 kinds of measure which at one time or another have been derived from grid data and contrast the test-retest reliability for each measure. They conclude that it seems sensible to regard reliability "as the name of an area of enquiry into the way in which people maintain or alter their construing and to estimate the value of the grid not in terms of whether it has "high" or "low" reliability but whether it is an instrument which enables us effectively to enquire precisely into this problem."

#### Application of the Grid

The application used in this study is very similar to that used by Smith in his analysis of 3 managerial jobs (Smith 1980). Smith notes that "the idiographic approach is particularly

relevant to management job descriptions because management jobs are less standardised than many operative jobs."

The major difference in this application is that the rating of each element on each construct is assessed on a five point scale instead of the seven point scale used by Smith.

The steps of the process are as follows

- i) Each interviewee is asked to write down eight separate activities he/she performs on eight separate numbered cards. The descriptive criteria for the activity is laid down:
  1. something you do which is very important
  2. something you do which is frequent or takes up a lot of your time
  3. something important which is unlikely to appear in your diary - the unexpected problem or interruption
  4. something you do which is very unimportant
  5. something you do which is very important
  6. something you do which is frequent
  7. something you do which is frequent
  8. any activity which is thought to be missing
- ii) The activity (or element) cards are presented back to the interviewee in sets of 3 in accordance with a pre-arranged schedule (see appendix I). He/she is asked to say in what way any two of the activities resemble each other that makes them different from the third. The answers given as to what makes two activities different from the third will provide the constructs. For example: "two

- are group activities, the other I do alone", or "two activities are practical services, the other is to do with my personal development."
- iii) The elicited constructs are written into the spaces provided (appendix 1). The left hand column describes what makes two activities similar and the right hand column describes what makes the third activity different. The process is continued until it is apparent that all constructs have been elicited (10 to 12 are needed for a successful analysis).
  - iv) The constructs are transcribed into the spaces numbered C1 to C12 on the "weighting" form (appendix 2). The activities (elements) are entered into the boxes numbered E1 to E8. The interviewee is asked to rank on a five point scale how much each quality or characteristic (construct) is involved in the performance of each activity. A "5" rating, for example indicates that the construct under consideration is perceived strongly as being involved in performing the task, a "1" rating indicates that the construct in question is not to any extent perceived as being involved in the performance of the task.
  - v) The "weighting" scores are fed into a computer for analyses using the INGRIDA programme developed from Slater's work at U.M.I.S.T. The computer analysis of each set of data will provide, amongst other things, the principal component analysis (PCA). It is from this essential information that job perceptions can be derived

(see PCA analysis summary sheet - Appendix 3).

- vi) An analysis of all the individual data is finally undertaken to compare and contrast perceptions.

### Interpretation

The PCA indicates the number of principal components (or trends) which are apparent in each worker's grids. Only those components (trends) which have a percentage deviance greater than 10 are considered and usually this is not more than 3 trends. In the text, the measure of deviance of components will be shown in brackets. The higher the percentage uptake of the trend, the more powerful it is. Each component lists, in order of loadings, the constructs with the highest loadings (only constructs with a vector greater than +.03 or less than -0.3 are usually considered).

A construct is a bipolar concept, a way of categorising perceived similarities and differences. A minus sign before a construct indicates that a construct appears in a component as its opposite pole. The PCA also relates elements to constructs in each pole of each component. In this way the PCA builds up a picture of the ways in which each worker perceives the job and of the activities related to those perceptions. A label is suggested for the essential trend of each of the components that emerge to facilitate comparison between grids.

The label also enables a cross comparison between groups of workers to be made.

The following tables are provided in Appendix 4

1. The grid for each worker showing the elements, constructs and the ways in which they have been rated (the raw data).
2. A summary of the PCA showing each of the components (trends) with the constructs and related elements, together with a suggested label for the trend. Loadings of the constructs and elements are also given. These indicate the importance of constructs and elements within the trends.
3. A summary of suggested labels for the trends of each of the grids arranged in groups, namely social workers, senior social workers, senior social work practitioners, team leaders and social work assistants.

An Analysis of the Repertory Grids is contained in Chapter 7.

### The Structured Interviews

In addition to the Repertory Grid, it was decided to interview each member of the sample with a structured questionnaire. This gave the interviewer an opportunity

- (a) to clarify issues arising from the Repertory Grid analysis
- (b) to address questions of training and management

It also gave the interviewees an opportunity to talk in more detail about the objectives of their work and the factors and issues which are important to them in their work.

This triangulation or multi-method approach to the study allowed the issues to be looked at from different angles.

A pilot questionnaire was administered in interview to four of the sample population. Three of the four wanted to talk



additionally about factors which make the job more difficult or factors which make the job easier. Questions were therefore added to the final questionnaire to elicit this information from the total sample. (see Appendix 5)

The interview questionnaire was administered personally by the writer. The areas which the questions sought to explore are given below:

Question 1 - seeks to discover what social workers at each career level consider to be the main objectives of their job.

Questions 2 and 3 - are concerned with difficulty - what social workers consider to be their most difficult activity and what makes the job difficult.

Question 4 - asks what makes the job easier.

Questions 5 and 6 - seek to establish what social workers most like and dislike about the job.

Questions 7 and 8 - examine social workers' views on the appropriateness and sufficiency of what they do.

Questions 9 and 10 - look at skills, abilities and training needs.

Question 11 - seeks to determine what social workers consider to be the most stressful aspect of their work.

Questions 12 - 14 - are concerned with time consumption and work patterns.

Question 15 - asks social workers whether, in their view, their managers know what they do.

The responses to all questions are grouped, for comparative

analysis, by social worker career level (as defined in the next Chapter). All respondents were generous in their co-operation. The time spent in each interview varied between 35 minutes and 1 hour 20 minutes. They were undertaken over a period of one year from November 1984 to November 1985. An analysis of the structured interview is contained in Chapter 8.

## CHAPTER 6

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### BACKGROUND TO THE RESEARCH SAMPLE

The research sample was drawn from the Social Services Departments of two County Councils. One of the County Councils is situated in Wales and the other in the west of England. They differ significantly in geographical size. There are also differences, and some similarities, in the organisation and structure of the two Departments.

The main sample is from the Welsh County (to be referred to as County A). A smaller referent group from the English County (County B) has been used as a basis of checking out the job perceptions of the main sample. To facilitate comparison, a brief description is given of the structure and organisation of the two Departments.

The administrative area of County A is geographically much smaller than that of County B and has a population less than threequarters its size.

County A is situated in Wales. It comprises a city, which is the administrative centre, two main towns and some smaller centres of population scattered over the more rural parts of the county.

Its Social Services department has only two operational bases for the delivery of fieldwork (community) services. One

accommodates the social work staff and management of three geographical areas together with the department's senior management and headquarters functions. The other operational base accommodates the social work staff and management of the department's fourth fieldwork area with administrative and support staff who also undertake many of the headquarters functions on an agency basis.

County B is in the west of England. It has a city, four main towns and wide expanses of rural countryside. The headquarters of its Social Services function is based in the County's administrative centre, from which one of the Department's three geographical areas is also managed. The other areas are managed from two of the County's other main centres of population. Each of the three area offices is responsible for up to six sub offices which are situated in smaller population centres.

### Departmental Structures

The structures of the two departments have significant differences. Both departments were re-structured in the early 1980s. Department A chose a highly specialist service - giving model coordinated by generic managers at area level and specialist Assistant Directors at the centre. Department B kept its generic service teams with generic area managers but established client group managers at headquarters to provide the expertise of client group specialism. The Director of Department A has a designated Deputy, the Director of Department B does not.

A major change effected in Department B's re-organisation was the reduction from four to three Assistant Directors. This brought together the fieldwork and community care services and the previously separate residential and day services under one Assistant Director, Operations. The other two headed up development, research and training - and management and administration. At the time of the restructuring it was the intention, when circumstances would permit, to combine the latter two assistant directorships into one - Assistant Director, Planning, Development and Administration. This had happened before the research was undertaken.

Two of the Assistant Directors in Department A have specialist management responsibilities for client group services, one for children and family services and one for adult services. The third Assistant Director has responsibility for all administrative, development and support services. They are each supported by Principal Officers with specialist county-wide responsibilities.

The work of County B's Social Services Department, at area level, is subject to the direction of the Area Director. Delegated responsibility for the management and co-ordination of all social work rests with an Assistant Area Director. A second Assistant Area Director carries responsibility for placement of clients in residential care and for the management of day services, centres and specialist workers (for example: court officers, occupational therapists and fostering and adoption specialists). Day to day management of community

social work is undertaken by Team Leaders who are assisted by Senior Social Workers in the professional supervision of staff.

The management of field social work in County A's four areas is the responsibility of the Area Social Services Officers who are under the direction of the Assistant Director, Children and Families. Hospital social work is managed by Principal Hospital Social Workers who are responsible to the Assistant Director, Adult Services. Residential and Day Care Services are managed by the appropriate Assistant Director of the client group with the assistance of their central Principal Officers who have a range of delegated management authority.

The area social work teams are structured quite differently in the two authorities. In B, each area has between 3 and 6 area teams. Each team is responsible for a geographical area in which it is usually based. At the time of the study, those area teams which were operating from the County's headquarters were waiting to move out as soon as decentralised accommodation was available. A typical area team is made up of Team Leader; Senior Social Worker; 1 to 2 Home Help Organisers; 2 Social Work Assistants; 5 Social Workers; 1 Occupational Therapist. Specialist officers (for example, fostering/adoption; community development) are sometimes shared between 2 or 3 areas. A team this size can cover a population of around 27,000 and is supported by 3 to 4 administrative and clerical staff.

The Social Workers and Social Work Assistants in Department B's area teams have generic caseloads, but each has special interests.

Staff supervision is the highest priority in the workload of both Team Leader and Senior Social Worker. The Senior Social Worker is the only "level III"\* graded social worker in B's area teams. Attainment of level III is therefore dependent on successful competition for a vacant Senior Social Worker post. The designation "senior social worker" is not used in Department A where natural progression to level III is open to all social workers, subject to an assessment of competence after 2 years post qualifying experience. For the purpose of this study, A's level III workers are described as senior social workers only to distinguish their different career level. Unlike B's "Seniors", however, their priority remains social work practice. The cases that they carry are expected to be those which are more complex and which demand a higher level of skill. Additionally they have a responsibility to help in the development of less experienced staff and in the development of new service initiatives. It will be seen that the quite different roles and responsibilities of level III workers in A and B are reflected in their perceptions of their jobs.

Department A's different organisational model has created highly specialised social work teams in each of its four areas. The generic Area Social Services Officer, as manager of field-work in the area, co-ordinates the work of the specialist teams and represents the area on the Departmental Management Team. Each area has two teams specialising in services for children

\* level III - as defined in NJC Conditions of Service (Local Authorities)

and families, one dealing with the elderly and handicapped and one smaller team dealing with mental health, all operating from the same area base. There are level III social workers in each of the specialist teams but social work assistants tend only to work in elderly and mental health teams. A team leader headed each specialist team but in the period during which — this research was undertaken these posts were "deleted" as part of the first stage of another re-organisation.

Although still acting in their "deleted" roles, early discussions with some of Department A's team leaders established that their perceptions of their jobs were becoming coloured by the transient situation in which they found themselves. It was decided, therefore, not to include them in the research population. As a result the population studied was smaller than originally proposed and the perceptions of team leaders in County B could not be compared with those of their counterparts in County A.

Included, instead, in County A's sample population, are three Senior Social Work Practitioners. They are all specialists in complex child care services, particularly in work with adolescents and young offenders. They are employed on Local Authorities Senior Officer (S02) grades which are one career level above the social worker level III grade. They are senior practitioners with no staff supervision responsibilities.

There are difficulties in comparing the total staff deployment of County A's Social Services Department with that of County B because of the different ways in which staff are grouped for



budgetary purposes. However, it can be seen from the staff deployment schedules at Appendix 6 that those staff grouped under community social work (County A) and general social work (County B), from whom the research sample was drawn, are generally comparable. This shows a total staff deployment, in the group, of 193.3 in County A and 202 in County B. The total staff establishment of the two departments, expressed as whole time equivalents—is 1,891\*(County A) and 2,000\* (County B).

In summary, the Social Services Department of County A is organised on a highly specialist model. Teams of client group specialists are co-ordinated by generic area managers for service delivery. The specialist client group orientation is reflected also in the headquarters support network and senior management structure. There is "natural progression" for social workers to the top of the nationally agreed career scales, subject to assessment of post qualifying practice.

The area teams of County B's Social Services Department carry generic caseloads and are led by generic team leaders. Their area managers are headquarters based - some with generic, geographical management responsibility and others with specialist functional responsibilities. The highest band of the nationally agreed social work career scales is reserved for designated supervisory senior social workers, one per

\* 1984/85 figures

generic team. These posts are obtained only by competition.

Management structure charts of the two Departments are shown in Appendix 7.

### The Sample

The research sample is drawn from four client 'specialisms' and five career levels. In this context, generic working is classed as a specialism. The movement towards "Family Practice" as a 'speciality' has been noted (see p.33) and the generic social worker is arguably based on the same rationale.

Each member of the research population has been given a reference number which will be the only identification used throughout. The reference numbers of those workers employed in County B have been prefixed by the letter (B) to enable comparisons to be made. The abbreviation (U/Q) is used to denote that the worker has no professional social work qualification.

The sample population is listed below under client specialisms and under career levels:

### Elderly/Handicapped

Senior Social Workers (level III)	S1
	S2 (specialist for the blind)
	S3
	S4
	S5
	S6
	S7 (U/Q)
	S8
	S9
	S10

Social Workers (level I/II)	W1
	W2 (U/Q) (specialist for the deaf)
Social Work Assistants	A1 (U/Q)

#### Children & Families

Senior Social Work Practitioners (S02)	P1
	P2
	P3
Senior Social Workers (level III)	S11 (U/Q)
	S12
	S13
	S14
	S15 (Specialist, Fostering & Adoption)
	S16 (U/Q)
	S17
Social Workers (level I/II)	W3
	W4
	W5

#### Mental Health

Senior Social Workers (level III)	S18 (U/Q)
	S19
Social Work Assistants	A2 (U/Q)
	A3 (U/Q)

#### Generic

Team Leaders (P01)	(B)T1
	(B)T2

Senior Social Workers (level III)	(B)S20	
	(B)S21	
Social Workers (level I/II)	(B)W6	
	(B)W7	
	(B)W8	
	(B)W9	
	(B)W10	
Social Work Assistants	(B)A4	(U/Q)

A total of 40 social work staff are included in the research sample

The following chapters contain the analysis of the research data

## CHAPTER 7

### JOB PERCEPTIONS

This chapter looks at the job perceptions which emerge in the Principal Component Analysis (PCA) of the Repertory Grid data. First, each social worker career group is discussed separately.

#### 1. SOCIAL WORKERS (LEVEL I/II)

##### (i) People Orientation

Social Workers have a strong people orientation in their perceptions of the job. Nine of the ten social workers studied have a people-centred trend, and seven of these show it as a major trend.

The main focus of the people orientation is on clients but involvement with people takes a number of forms which are described below.

##### (a) Client

##### Client Contact

Three social workers perceive their jobs in terms of client contact. For two it shows as a major trend, W5 (47.95%) and (B)W9 (51.55%).

The elements linked to the client contact poles suggest that both these social workers associate emergency and interviewing type activities with client contact.

##### 1st Component

W5 - E3 - emergency duty visit

E5 - interviewing

(b)W9 - E3 - Securing Place of Safety Order

E4 - counselling interviews

Both have more general labels attached to the contrast poles of the first component, not necessarily client contact (W5) and nuts and bolts/general ((B)W9). The activities linked to the contrast poles re-inforce the more general contrasting orientation.

W5 - E2 - driving

E7 - going to meetings

(B)W9 - E8 - administration

The third social worker has a less powerful client contact trend on the second component (B)W8 - in office --- with clients (18.19%). The elements linked here to client contact are supporting (E4) and home visits (E6)

Again, on (B)W8's second component there is a trend to discriminate between client contact and general organisational activity, making/receiving telephone calls (E7) and training (E8).

#### Client Focus

Four social workers have a client focus trend in their perceptions, one of whom (W5) also has a major client contact trend as shown above. Two, W1 and (B)W6, show it explicitly as a major trend and there are strong supporting constructs linked to the contrast pole of W2's first component (developing relationships) which suggest that this too is a major client focus orientation.

#### 1st Component

W1 - client relationships ---- knowledge related (63.62%)

W2 - general (agency service) ---- developing  
relationships (52.43%)  
client

(B)W6 - liaison/monitoring --- assisting clients (59.72%)

Communication and developing relationships feature in the elements linked by all three to the client focus trend.

W2 shows the trend again on the second and third components. It also appears on the contrast pole of W5's second component.

W2 - representing clients ---- general service (21.81%)

- client (general) ---- client (individual)(12.84%)

W5 - involves other agencies ---- client/family based (26.90%)

Fluent manual communication (E1) is linked to every component of W2's grid. This might suggest that W2 (a social worker for the deaf) has a narrowly specialist perception of the job. Other linked elements are E3, client crises and E5, developing the potential of clients. Related activities linked to W5's second component client trend are listening to clients (E1) and being directive (E8).

Here also, there is a tendency for the elements linked to the poles which contrast with a client focus to be more general, organisational activities for example E3, car break down (W1), E8, developing resources (W2), E6 ringing DHSS (W5) and E4, case conference (W6).

#### (b) Relationships

Relationships are being shown as a sub group of the people orientation because the nature of the relationship is not always people specific. In some cases it is clear that the relationship is a social worker/client one and there is evidence that other relationship trends have a clear liaison focus. Some however have a more general or mixed relationship focus.

Two social workers show relationships as a major trend in their job perceptions, W4 (57.17%) and (B)W7 (70.62%).

The elements linked to W4's major relationships trend suggest client relationships. For (B)W7 the linked element suggests a general liaison focus of relationships and the weighting indicates that this trend is particularly strong. It accounts for a very high percentage of the deviance (70.62%).

#### 1st Component

W4 - E3 - unexpected escort of client

E7 - offering material help

(B) W7 - E3 - liaison with other agencies

The relationship trend appears again, but less powerfully, in other components. (B)W6 shows the trend on the contrast pole of the second component. It appears again on W4's third component.

(B)W6 - bridge building/liaison ---- relationships/  
checking (18.33%)

W4 - relationships ---- statutory (12.81%)

The elements linked to W4's third component pole are also client related, E1, forming working relationships with clients, and E5, being available to clients and offering support. (B)W6's linked elements suggest a less specific relationship orientation, E1, communication and E5, statutory reviews.

The relationships trend of social workers' people orientation indicates again a tendency to discriminate between those aspects of work in which social workers perceive that they have a more personal role with people and those which are more general or organisational.

In the major trends of W4 and (B)W7, relationships are contrasted respectively with officialdom/statutory and planned



activities. Elements linked to the contrasting poles reinforce the tendency to distinguish people centred activity from organisational activity.

W4 - E6 - attending meetings

(B)W7 - E4 - administration

(c) Liaison

Three social workers have a specific liaison orientation in their job perceptions. For one, (B)W6, it shows as the major trend and again on one pole of the second and third components

(B)W6 - 1st component

liaison/monitoring ---- assisting clients (59.72%)

- 2nd component

bridge building/liaison ---- relationships/checking  
(18.33%)

- 3rd component

monitoring ---- liaison (11.36%)

Examples of the elements linked by (B)W6 to the liaison poles are: case conferences (E4); contacting other agencies (E3), and visiting other establishments (E7). The other two social workers show this trend on their second components.

W5 - involves other agencies (liaison) ---- client/  
family based (26.90%)

(B)W10 - liaison/general ---- recording/office (25.74%)

The elements linked to these secondary liaison trends are

W5 - E6 - ringing DHSS

E7 - going to meetings

(B)W10 - E4 - contact with other agencies

- E7 - visits to children's homes

The evidence suggests that liaison is perceived as a more general or indirect, people aspect of the social work function. Activities linked to the contrasting poles tend to be more specific, either in terms of people involvement or task, for example

(B)W6 - E2 - visit clients (1st component)

E5 - statutory reviews (2nd component)

W5 - E2 - driving (2nd component)

E1 - listening to clients

(B)W10 - E2 - recording

#### (d) Supervision

One social worker has a supervision orientation. This is self-related and it shows as a major trend.

(B)W8 - less supervised/ ---- more supervised/ (55.11%)  
reactive                      controllable

The elements linked to the "less supervised" pole are crisis intervention (E2) and making/receiving telephone calls (E7)

The elements linked to the "more supervised" pole are training (E8) and supervision (E5).

The importance attached to regular casework supervision in social work literature is not reflected generally in the job perceptions of social workers.

#### (e) Colleague/Team Related

Social workers do not show any colleague or team related trends in their perceptions.

This finding, too, is perhaps surprising in view of the importance commonly attached in literature to the concept of social work teams.

(ii) Work Pattern/Time Orientation

Three social workers have a work pattern or time orientation. This label covers trends which are to do with the predictability of work, or a focus on time or frequency.

(a) Routine/Unpredictable

(B)W9 is the only social worker to distinguish clearly between the routine and the unpredictable. The trend is not a strong one; it appears on the second component with a measure of deviance of 27.87%.

The activity linked to the routine pole is record keeping (E1). The activities linked to the unpredictable pole are ringing DHSS (E6) and dealing with Duty callers (E7).

(b) Time/Frequency

Two social workers have a perception of their jobs which is time or frequency orientated. Neither shows it as a major trend but it features on both poles of the relevant components.

W3 (2nd component)

- opportunity/regular ---- lack of opportunity/ (23.64%)  
less regular

W5 (3rd component)

- more frequent/ ---- less frequent/ (11.87%)  
long term results immediate results

The element linked to opportunity/regular on W3's second component is statutory visits to children (E4). Linked to lack of opportunity/less regular are recording (E7), and plan ahead (E8). It is interesting to note that W3's element E8 is the only reference to forward planning that features in social workers'

perceptions of their jobs. It is, perhaps, also significant that the element is linked here to lack of opportunity.

The elements linked to the more frequent pole of W5's third component are listening to clients (E1), interviewing (E5) and exploring options (E4). Linked to less frequent are emergency duty visit (E3) and being directive (E8).

### (iii)- Task Orientation

The task orientation that emerges amongst social workers is featured somewhere within the principle component analysis of all the social workers studied except W5.

The task orientation is broken down into various trends.

#### (a) General/Specific

Two social workers have a major trend to perceive activity or tasks as "general". One of these, W2, shows the trend again on the contrast pole of the second component.

1st component

W2 - general ---- developing relationships (52.43%)  
(agency service) (client)

(B) W9 - client interface ---- "nuts and bolts"/ (51.55%)  
general

W2 links recording and visits (E2) and developing resources (E8) to the general pole of his first component.

(B)W9 has administration (E8) linked to the "nuts and bolts"/ general pole.

On the second component W2 contrasts general service with representing clients. This component has a weighting that accounts for 21.81% of the deviance. Here, the elements linked

to general service are developing relationships with clients (E6) and recording and visits (E2).

Those activities or tasks which are perceived as general tend to be distinguished from activities which are more directly client focused, for example

W2 - E1 - fluent manual communication (1st component)

- E3 - client crisis (2nd component)

(B) W9 - E3 - securing Place of Safety Orders(1st component)

E4 - counselling interviews

Another social worker distinguishes, as a major trend, between decision making and a distinct (or specific) operation.

(B)W10 - decision making ---- an operation (55.25%)

The elements perceived as an operation (specific) are visiting clients regularly (E1) and travelling (E3).

#### (b) Administration

Three social workers have trends in their perceptions which are associated with administration. Only one, however, shows administration as a major trend.

W3 - social work/specialist ---- administration/ (62.73%)  
non specialist

The elements linked to W3's administration pole are recording (E7), liaison with DHSS (E6) and dealing with clients' financial problems (E2)

W3 discriminates between administrative work and work perceived to be more specialist to social work, plan ahead (E8), client crises (E3) and counselling (E1).

The other two social workers have administrative type trends in their second components.

(B)W7 - writing skills ---- verbal communication (16.87%)

(B)W10 - liaison general ---- recording/office based (25.74%)

(B)W7 links the element administration (E4) with writing skills. (B)W10 has recording (E2) linked to recording/office based. Again, both of these social workers tend to discriminate between administrative activity and activity which involves contact with people.

#### (c) Planning (Planned)

As stated earlier, there is no real evidence to suggest that social workers have a forward planning orientation in their perceptions of the job. Plan ahead appears only once, as an element in the grid of W3.

(B)W7 does show planned activities contrasted with relationships as a strong major trend. But it can be debated whether the activities are planned by this worker or by another person.

(B)W7 - planned activities ---- relationships (70.62%)

The elements linked to planned activities are administration (E4) and assessment (E1). Arguably planned, in this context, could have been as validly included under the "routine" trend.

#### (d) Decision-Making

Two social workers have a major decision-making trend in their job perceptions. Both are strong and appear in the first component.

W1 - client relationships ---- knowledge/ (63.62%)  
decision making

(B)W10 - decision making ---- an operation (55.25%)

For W1, the car breaking down (E3) is linked to decision making. Presumably the decisions here are to do with the practicalities of reorganising the day. For (B)W10 the element linked to decision making suggests that the decisions are more case work related: attending case conferences/reviews (E6).

(e) Communication

Only once does communication feature specifically as a task orientated trend amongst social workers. It appears on the second component and it is not strong.

(B)W7 - writing skills ---- verbal communication (16.87%)

Linked to the verbal communication pole is the element E2, interviewing.

It could be argued that (B)W7 is discriminating here between two different skill components of the job.

(f) Officialdom/Statutory

One social worker has this trend. It appears in the first and the third components.

1st Component

W4 - relationships/supportive ---- officialdom/ (57.17%)  
statutory

3rd Component

W4 - relationships ---- statutory (12.81%)

The elements linked to the major trend are attending meetings about clients (E6) and statutory involvement (E8).

The element linked to the statutory pole of the third component is

offering material help (E7).

On both components the statutory aspects of the work are distinguished from relationship aspects. It is interesting, though, that offering material help (E7) is linked to relationships on the first component and to statutory on the third. This suggests perhaps that statutory rights and duties to provide material help can assist in the forming of relationships.

(g) Monitoring

Two social workers have a trend to focus on the monitoring task in their perceptions of the job. Neither, however, shows it as a strong trend, for both it appears on the third component

(B)W6 - monitoring ---- liaison (11.36%)

(B)W8 - indirect to outcome ---- monitoring process (12.24%)  
of case

Both social workers have supervision included in the elements linked to the monitoring poles.

(B)W6 - E6 - telephoning (3rd component)

E2 - visit clients

E8 - supervision

(B)W8 - E3 - recording (3rd component)

E1 - assessment

E5 - supervision

(B)W8's major focus on supervision has already been discussed. (B)W6 is the only other social worker with a trend that is arguably associated with casework supervision and, as shown, it is not strong.



(h) Skills based/Knowledge based

One social worker shows a trend to discriminate between tasks which are knowledge based (abstract) and those which are skills based (practical). It features on the second component.

W1 - knowledge based ---- skills based (18.07%)  
(abstract) (practical)

Enabling (E7) is the activity linked to the knowledge based (abstract) pole. Linked to the skills based (practical) pole are liaison (E2) and advising (E6). It is difficult, in this context, to discern why enabling is perceived as a knowledge based activity whilst advising is perceived as skills based.

(iv) Social Work/Professional Orientation

Two social workers have a trend to distinguish social work from other activity in their perceptions of the job. One has it as a strong major trend, for the other it appears on the second component.

1st Component

W3 - social work/specialist ---- admin/non-specialist (62.73%)

2nd Component

W4 - social work help ---- self help (20.66%)

The elements linked to W3's perception of specialist social work activity are

E8 - plan ahead

E3 - client crises

E1 - counselling

Activities which in W3's perception are not social work specialist include liaison with DHSS (E6) and dealing with clients' financial problems (E2).

Interestingly, the activity linked to W4's less strong "social work help" trend is liaising with other agencies that clients find difficult to work with (E2).

(v) Other Orientations

(a) In Office

One social worker (B)W8, has an "in office" trend in her perception of the job. It is not a powerful trend and it appears on the second component.

(B)W8 - in office ---- with clients (18.19%)

The activities linked with in office are making/receiving telephone calls (E7) and training (E8).

The "in office" activities suggest that this trend could be included under an administrative/organisational orientation. There is nothing to suggest that this trend discriminates between activity internal to the agency and activity external to it.

(b) Resources

The writer may be challenged for showing self help as a resource orientation. Development of self-help groups was, however, considered a resource creating activity within W4's team at the time of the research. It appears on the second component.

W4 - social work help ---- self help (20.66%)

The activity linked to the self help pole is working with groups of clients and developing links between them (E4).

Summary

The trends which emerge most powerfully in the grids of social

workers tend to be people centred. There is a strong client specific focus in the people trends but social workers also have a significant relationship orientation. Nine of the ten social workers studied have a people focus in their job perceptions.

Communication is the activity most commonly linked to client and relationship trends. Related activities like interviewing and home visits also recur. There is, too, a notable tendency to associate crises and emergency type activities with a client focus.

Liaison (with other agencies) is not a common trend amongst social workers. It's limited emergence tends to feature more strongly amongst the social workers of County B.

There is a common trend to discriminate between people centred activity and organisational or administrative activity, for example, recording, attending meetings and using the telephone. Although administration does not emerge specifically as a strong trend amongst social workers, the same routine administrative activities are linked to other labels which are contrasted with people trends. Examples of these labels are general service, officialdom and "in office".

The task orientation of social workers emerges most commonly under labels which are associated with organisational or administrative activity. Two have a major trend to discriminate between the general and the specific.

Decision making emerges as a major trend in the grids of two

social workers. Forward planning appears just once. It is an element linked to the major (and only) social work/specialist trend. Interestingly, it is also linked to lack of opportunity in the second component of the same grid.

One social worker has a major supervision trend which is "self" related. This worker and one other also have third component monitoring trends which are commonly linked with receiving casework supervision. The social workers who show a casework supervision or monitoring orientation are both from County B.

Social workers do not tend, generally, to focus on time or frequency in their job perceptions. The trend appears in two grids but in neither case is it strong.

Resources do not feature specifically as a trend. Development of self-help, however, has been identified as a secondary related trend in just one grid.

There is no evidence of a management orientation in the perceptions social workers have of their jobs. Neither does a team or colleague focus emerge.

There is nothing to suggest, either that social workers focus on the organisation's external environment in their job perceptions except in the narrow client sense.

## 2. SENIOR SOCIAL WORKERS (LEVEL III)

### (i) People Orientation

Predictably senior social workers also perceive their jobs as highly people orientated. Twelve of the twenty one senior social workers surveyed have a specific people centred trend in at least one component. Nine of these show it as a major trend.

Even trends which are not specifically described as people centred often encompass activities related directly or indirectly to people. The trend is broken down below into various people-centred components.

#### (a) Client

##### Client Contact

One senior social worker has client contact, explicitly, as a major trend.

S12 - client contact ---- solitary (66.96%)

The activities linked to the client contact pole are Non Accidental Injury (NAI) investigations (E1), and dealing with family crises (E3). Here, as with social workers, client contact activities are differentiated from routine administrative activities; linked to the "solitary" pole are E8, writing up and E6, form filling/ administration.

Two others show client contact as a less powerful trend in the third component

S1 - client interface/ ---- indirect/ (14.73%)  
possibly one-off part of plan

S10 - one to one with client ---- community work (10.71%)

The element linked to S1's client interface pole is E3, office interviews. The one to one with client trend of S10 has counselling (E4) as the linked activity. Like social workers, there is a tendency for senior social workers to associate client contact with crisis and interview activity.

There is also further evidence of a tendency to discriminate between client activity and administrative activity in S1's third component. One of the elements linked to the contrasting, indirect, pole is use of telephone (E2).

#### Client Focus

Three senior social workers show a clear client focus on one pole of the major trend

S8 - physical activity ----abstract, client support (56.77%)

S10 - direct benefit to client - indirect benefit (65.65%)

S16 - client ---- administration (52.28%)

The elements linked to the first component poles which are explicitly client focused again include crisis activity. The linking of listening and talking continues the pattern of association between clients and interview activity.

S8 - E3 - unexpected crisis intervention

E1 - listening

S10 - E1 - arranging social contacts for isolated clients

S16 - E3 - responding to emergency call

E8 - listening

E1 - talking

Typically, the activities linked to the poles which contrast with a client focus tend to be administrative or organisational. Examples are recording (S8, E2); attending team meetings (S10, E2);

recording visits (S16, E5).

A client focus trend also appears in secondary components.

On S11's second component it appears on both poles.

S11 - gathering information ---- sharing information (13.21%)  
about client with client

Linked to the information gathering focus of S11 is liaising with other agencies (E3). The activities linked to the sharing of information with clients are, statutory visits (E6) and organising material and financial help (E8).

For S15 and S4 the client focus is expressed in terms of case specificity. They both differentiate the case specific aspects of their work from the more general. For S15 the trend appears on the second component.

S15 - case specific ---- more general (18.55%)

For S4 the trend shows on the third component

S4 - case specific ---- general (10.13%)

The activities linked to the case specific poles tend to be less client interventionist than those linked to the major client focus trends

S15 - E2 writing (2nd component)

S4 - E2 - information giving (3rd component)

- E4 - contact with other professionals

Arguably the case specific orientation of S15 and S4 shows a trend to discriminate between tasks which are more specific and those which are more general, rather than to distinguish a people focus. This will be discussed further under the task orientations.

(b) Relationships

Two senior social workers show relationships as a major trend in their perceptions. For one, S11, it has a very high measure of deviance (75.38%)

S3 - relationships ---- assessing (42.01%)

S11 - relationships ---- statutory work (75.38%)

The elements linked to these first component poles show the relationship orientation to be focused on both clients and staff

S3 - E6 - projects

E7 - developing self help

E8 - forming relationships

S11 - E8 - organising material help

E1 - communicating with staff and clients

E2 - visiting clients

The elements linked to the contrasting poles suggest a major trend to discriminate between relationships and organisational or statutory requirements.

S3 shows the relationships trend again on both poles of the second component.

S3 - spin-off of ---- forming (20.54%)  
relationships relationships

Here the discrimination is between the results of relationships and the activity of forming them. This is confirmed by the linked elements. Linked to the "spin-off" pole is improving quality of life (E5); linked to forming relationships is visiting (E2).



(c) Liaison/Networks

Liaison or networks feature in the job perception of three senior social workers. For two it shows as a major trend.

S7 - developing networks ---- using networks (50.68%)

S13 - routine/liaison ---- crisis/investigation (45.27%)

The elements linked to the two poles of S7's first component suggest a trend to distinguish between pro active networking (E5, outings for clients, and E3 visits to Day Centres or Homes for the Elderly), and reactive use of networks (E6, taking new referrals). The elements associated with S13's routine/liaison pole substantiate the dual descriptive label: E7, recording, report writing, and E6, contact/liaison with other agencies.

For S7 the trend appears again on the contrast pole of the secondary component. S12 also has it as a secondary trend.

S7 - administration ---- liaison (29.04%)

S12 - involves liaison ---- solo, autonomous (19.01%)

Linked to these secondary trends are elements which clearly associate liaison with external agencies for example, liaison with medical and community resources (S7, E1), and liaison with other agencies (S12, E5).

(d) Staff Supervision

The two senior social workers who have a supervision orientation are both employed in County B where there is a defined supervisory function attached to the job. One shows it as a major trend, for the other it shows strongly on the contrast pole of the second component and less significantly on the contrast pole of the third component.

1st component

(B)S20 - solitary, non staff ---- contact, dealing (36.68%)  
related with staff

2nd component

(B)S21 - management ---- supervision (30.88%)

3rd component

(B)S21 - job specific task ---- supervisory responsibility (13.79%)

The elements linked to the "contact, dealing with staff" pole of (B)S20's first component confirm the staff supervision focus, E7, informal staff supervision and E1, formal staff supervision. The activity linked to (B)S21's secondary trend shows a more self-related focus on supervision, (E7, receiving supervision). But his third component trend shows, again, a focus on staff supervision, E1, supervision of staff and E2, support staff, answer queries.

Most of the activities linked to these supervision trends are quite distinct from activities associated with senior social workers in County A.

Arguably, the job specific pole of (B)S21's major trend can also be included under this trend. Although the descriptive wording of the highest ranked construct is different, this senior social worker's job does have a specific staff supervision responsibility. This is substantiated by supporting constructs in the first component, for example, manager (C2) and giving support to others (C4). Linked element E1 (supervision of staff) clearly confirms the association. Here job specific is distinguished from "self" related, with a measure of deviance of 50.80%.

It is interesting to note that the elements linked to the management pole of (B)S21's second component are task centred, not people centred.



Although the highest ranked elements in each case support the non-specific contact label, a client orientation again appears in the secondary related activity on both components (E5).

(g) Solitary/Solo

Two senior social workers show solitary activities polarised from a people orientation. Both show it as a major trend. For S12 it shows again on the 2nd component.

1st component

S12 - client contact ---- solitary (66.96%)

(B)S20 - solitary ---- dealing with staff (36.68%)

For S12 the elements linked to the very strong solitary trend are administrative:E8, writing up and E6, form filling, administration. The contrasting trend is client contact - further evidence of a tendency to discriminate between people activity and administration.

For (B)S20 the linked activity is attending special courts (E3) - here the trend appears to discriminate between a personal task and staff supervision activities.

On the second component S12 distinguishes between activity which involves liaison and solo activities (19.01%). The solo trend on this component is based on visiting (E4) and brief visits to update ongoing situations (E7). Both are client focused activities. Elements linked to the contrast, liaison pole are colleague/other agency focused.

(h) Self

This is the only group which features a specific trend to

focus on "self" either as the object of activity or in terms of personal giving.

One senior social worker, as a major trend, discriminates between a job specific, staff supervision orientation and a self-related one. The same senior social worker also has the trend associated with the second component supervision label as shown under (e) above.

1st-component

(B)S21 - job specific ---- self-related (50.80%)

The activity linked to (B)S21's major self-related trend and to his secondary, supervision, trend is the same one: receiving supervision from my line manager (E7).

The elements linked to the job specific pole of the first component are supervisory activities. Those linked to the contrast pole of the second component are to do with the management of tasks. (B)S21 is arguably distinguishing here between supervising and being supervised, a reflection perhaps of his hierarchical management role. Another senior social worker has a major trend of personal giving of self.

S15 - impersonal/formal ---- personal giving (72.89%)  
of yourself

Activities associated with giving of self are counselling (E4) and placing child for adoption (E1). In contrast the elements linked to the impersonal/formal pole are administrative and organisational activities, for example completing forms (E6) and attending meetings (E8).

(ii) Work Pattern/Time Orientation

This orientation shows a trend to distinguish activity

in terms of pattern, time or frequency. The trend features more often amongst senior social workers than amongst any other group. Ten have it as a specific trend, two others have associated orientations. The trend is sub-divided below.

(a) Routine/Unpredictable—

This sub-division includes all those perceptions which are to do with the routine (including expected and predictable) and those which are to do with the unpredictable (including crisis, unplanned and unexpected).

It will be noted that although unplanned has been included under the unpredictable, planned and planning have not been included under the routine label. Because planning is considered as a function, rather than a work pattern, it is dealt with later as a separate trend under the Task Orientation.

Three senior social workers show a trend to discriminate between routine and unpredictable in one component. S13 has it as a major trend. For S10 it appears in the second component and for S16, in the third component

S13 - routine, liaison ---- crisis, investigation (45.27%)

S10 - less predictable ---- more predictable (13.20%)

S16 - unexpected ---- routine (10.12%)

The elements linked to these contrasting poles are

Routine/Predictable

S13 - E7 - recording/report writing (1st component)

E6 - liaison with other agencies

S10 - E2 - attending meetings (2nd component)

S16 - E1 - talking (3rd component)

E8 - listening

### Unpredictable/Crisis

S13 - E1 - crisis intervention (1st component)

E3 - child abuse investigation

S10 - E8 - duty desk cover (2nd component)

S16 E3 - responding to emergency (3rd component)

The linked elements of S13 and S10 suggest a clear association of routine with administrative or organisational activity and unpredictable with client focused activity.

It should be noted that S13 shows liaison as an equally significant defining construct of the major, routine, trend. It has, therefore, also been included under the people orientation.

One other senior social worker (S2) has a perception of the job in terms of routine. It appears as a trend on the contrast pole of the second component.

S2 - would like more time ---- routine (18.01%)

Here the elements linked to routine are errands for clients (E3) and spotting conditions that could deteriorate unless help is given (E1). Both are client focused activities. The activities which the second component suggests S2 would like more time for are teaching braille (E8) and administration (E6).

Routine (day to day, C3) appears again as a supportive defining construct of S13's second component trend of general support.

Two other senior social workers (S14 and S19) have a trend to focus on the unplanned, or crisis, in their perceptions of the job. For (S19) it shows as a major trend, in the first component with a high measure of deviance (61.51%). It appears again in S19's second component. S13's work pattern orientation

also re-appears in the third component as "re-active".

1st component

S19 - crisis resolution ---- more indirect, organisational(61.51%)

2nd component

S19 - crisis resolution ---- job specific responsibility(22.92%)

S14 - planned ---- unplanned (21.87%)

3rd component

S13 - re-active ---- general support (12.54%)

The elements linked to S19's major orientation suggest another trend to discriminate between meeting client needs and routine organisational activity. Linked to crisis resolution in the first component are E4, ensuring clients' rights are safeguarded (this is linked to the same trend on the second component) and E1, using a crisis to client's best advantage. The activity linked to the contrasting first component pole (indirect, organisational) is travelling (E7).

S14's "unplanned" orientation is based on activity associated with urgency, dealing with urgent messages (E3). It is distinguished from meetings and meeting specialist needs.

In the third component trend of S13's recurring work pattern orientation, re-active is associated with investigation of non-accidental injury (child abuse) (E3). This is distinguished from statutory work (E4) which is the activity linked to general support.

#### (b) Time/Frequency

Five senior social workers have a time related focus of their jobs. One, as a major trend, discriminates between the



on-going and the immediate.

S9 - on-going (motivator) ---- immediate (self-motivating)  
(48.12%)

Supporting constructs suggest that this senior social worker sees himself as a motivator for on-going activity and as being self-motivated in dealing with the immediate. The activities on which the on-going trend is based are group work (E5) and caring for the elderly (E1). Linked to immediate is visiting Day Centres (E6).

The other four senior social workers who have a time/frequency orientation in their perceptions show it in their second or third component.

Component 2

S2 - would like more time ---- routine (18.01%)

S5 - planning ---- time consuming (19.37%)

Component 3

S1 - indirect, part of plan ---- client interface/ (14.73%)  
possibly one-off

S8 - simple, personal ---- time consuming (11.26%)  
service frustrating

For S1, the "possible one-off" description is equally as significant as the "client interface" description in the contrast pole of the third component. This worker's trend to distinguish activity which is one-off is evident also in her first component where there are defining constructs associated with "one-off" supporting the major in office orientation.

As has already been noted, the evidence suggests that S2 would like more time for teaching braille and for administration.

S5 and S8 focus on time-consuming in their perceptions. For S5 the activities associated with time consuming are driving (E1) and transporting clients (E4). Linked to S8's time-consuming

orientation is crisis intervention.

For S8, time-wasteful is also included in the description of the contrast pole of the second component. It is associated with a personal task orientation and will therefore appear later as a person specific trend under the sub-grouped General/Specific orientations. The activity linked to this label (personal-task, time wasteful) is recording (E2).

— S13's work-pattern/time orientation can be detected again in a secondary defining construct (occasional - C3) supporting the more significant "possibly legal" construct in the second component.

S13 - possibly legal/	----	general support/	(25.14%)
		occasional	routine

Linked to the possibly legal/occasional trend are the elements recording/report writing (E7) and non-accidental injury investigation (E3).

Two other senior social workers have secondary defining constructs associated with time or frequency supporting other trends. S18 has a secondary description of "no time for" supporting a very powerful "chores" trend (80.52%). This will be discussed under the Liked/Not Liked orientation. The activities associated with the label "chores" (and the supporting construct "no time for") are administrative and organisational: E8, answering the telephone and E6, attending conferences.

(B)S20's work pattern/frequency orientation shows, but less significantly, in the second component. Here "constant" supports a practical label. The trend is to discriminate between practical activity and personal contact. The elements linked to (B)S20's practical/constant trend are writing reports (E2) and

travelling (E8). Those linked to the personal contact/seldom pole are attending special courts (E3) and visiting clients (E5). The linking of client visits with seldom may appear anomolous but it must be remembered that (B)S20 has a designated supervisory role in County B.

(iii) Task Orientation

The task orientation of senior social workers ranges from a distinction between general and specific aspects of the job to defined work type orientations. The task orientation is broken down below.

(a) General/Specific

Nine senior social workers show a trend to perceive their work in terms of the general and the specific. Three discriminate between general and specific on one pole. For two of these (S4 and S17) it is a major trend. For S2 it appears in the third component.

1st component

S4 - specific activity ---- more general activity (52.35%)

S17 - specific activity ---- general skills (53.59%)

3rd component

S2 - more specific ---- general (14.59%)

The activities linked to these contrasting poles are

Specific

S4 - E8 - receiving training (1st component)

E1 - counselling

S17 - E6 - court reports (1st component)

E8 - providing practical assistance

S2 - E8 - teaching braille and home crafts (3rd component)

E2 - requests for ophthalmic examinations

### General

S4 - E3 - telephone, giving information to the public (1st component)

E7 - telephone contact with client

E2 - information giving

S17 - E4 - discuss with clients ways of solving (1st component)  
problems

E1 - listen to people

S2 - E6 - administration (3rd component)

The elements linked here to the general orientation show a particular association of general with information and communication.

S4 shows the general trend again on the contrast pole of the third component. Three other senior social workers also show a trend to perceive aspects of their work as general but none of these show it as a major trend.

### 2nd component

S13 - possibly legal/ ---- general support/ (25.14%)  
occasional routine

S15 - case specific ---- more general (18.55%)  
(client focus)

### 3rd component

S4 - case specific ---- more general (10.13%)

S9 - general philosophy ---- assessment (16.23%)

S13 - reactive ---- general support (12.54%)

The elements linked to these general poles also include activities associated with information and communication for example: contact/liaison with other agencies (S13; E6); attending meetings (S15; E8); giving information to the public (S4; E3); and influencing society (S9; E2).

The specific orientation can be sub-divided into specific activity and activity which is job or personal specific. Readers are reminded that case specific trends have been included under the client focus orientation.

Those whose specific trend appears polarised from a general trend on the same component have tended to demonstrate a specific activity orientation. Three other senior social workers show instead a job, or personal, specific perception of some of their activity. It appears on the second component of S8 and S19, again on the third component of S8 and on the third component of (B)S21.

#### 2nd component

S8 - could be done by others ---- personal task/ (18.00%)  
time wasteful

S19 - crisis resolution ---- job specific responsibility  
(22.92%)

#### 3rd component

S8 - simple personal service ---- time consuming/ (11.26%)  
frustrating

(B)S21 - job specific task ---- supervisory responsibility (13.79%)

The elements linked to S8's personal task and personal service trends are activities which are intrinsic to personal involvement in a wider task and which cannot therefore be done by others: E2, recording and E1, listening. Transportation (E6), on the other hand, could be done by others in S8's view. The elements upon which the job specific trends of S19 and (B)S21 are based are activities associated with the specialist nature of the job each holds. For S19 the linked activity is E4, ensuring clients rights are safeguarded (as defined in the Mental Health (Amendment) Act 1982). (B)S21 sees as job specific a responsibility for overseeing the department's role in child abuse referrals (E3).

(b) Administration

Three senior social workers have administration as one of the poles of their major trend. The distinction between administration (unskilled activity needing only experience) and social work (needing skills and experience) strongly dominates the job perception of S6.

S6 - administration (experience) ---- social work (78.47%)  
(experience and skills)  
S14 - social work tasks ---- indirect/administration (51.44%)  
S16 - client ---- administration (52.28%)

Another senior social worker (S15) has a very strong trend under the label impersonal/formal which can be linked to the administration trend. Similarly, the suggested label of indirect/organisational for the contrast pole of S19's major trend can be included.

S15 - impersonal/formal ---- personal giving (72.89%)  
S19 - crisis resolution ---- indirect/organisational (61.51%)

The activities linked to these major administration trends are largely similar for all senior social workers.

S6 - E4 - form filling  
E6 - writing notes  
S14 - E5 - recording  
S15 - E6 - completing forms  
E8 - attending meetings  
E2 - writing  
S16 - E5 - recording visits  
E2 - travelling  
S19 - E7 - travelling

There is also a common trend for these senior social workers to discriminate between administrative activity and activity which is more directly client related and which usually involves client contact.

Administration also shows in the second component of one other senior social worker

S7 - administration ---- liaison (29.04%)

And-again as a less strong trend in the third component of S14

S14 - administration ---- communication (19.55%)  
(routine) (lack of opportunity)

Case recording is also linked to S7's secondary trend of administration (E8). Linked to S14's third component administration pole is court work (E6). It should be noted, perhaps, that court work for social workers involves a great deal of report writing.

Even if they are not specifically to do with clients, the elements linked to the poles which contrast with S7's and S14's non-major administration poles are again to do with people.

### (c) Practical/Physical

This appears as a trend in the perceptions of five senior social workers, but it does not feature in any other group. One has it as a major trend.

S8 - physical activity ---- abstract client support (56.77%)

The elements linked to S8's physical activity pole are administrative: E2, recording and E7, letters to other agencies. Again administrative activity is distinguished from involvement with clients.





The elements linked to this orientation show little evidence of a perceived role for senior social workers in the Department's forward planning. The activities associated with planning tend to be narrowly job related and some could be, arguably, activities planned or formalised by others.

The linked elements are

S5 - E5 - making contacts within S.S. Dept. (2nd component)  
and with other agencies

S14 - E7 - planning meetings (2nd component)  
E8 - meeting specialist areas of need

S1 - E2 - use of telephone (3rd component)  
E8 - developing groups for Carers

#### (e) Assessment

Two of the total sample have identified assessment as a trend under the task orientation. Both are senior social workers. One (S3) has it as a major trend.

S3 - relationships --- assessment (42.01%)

The element linked to S3's assessment pole is assessment of referral (E1)

S3 shows the trend again on the third component. S9 also has assessment as a third component trend.

S3 - practical help ---- assessment (16.49%)

S9 - general/philosophy ---- assessment (16.23%)

The association between S3's third component assessment trend and the linked activity, developing self-help (E7), is not immediately obvious. But its appearance in two components suggests that the need to assess features significantly in S3's perception of the job. The elements on which S9's assessment trend are based are

E3, dealing with "at risk" and E8, duty.

(f) Legal/Statutory

Two senior social workers have a legal or statutory focus in their perceptions of the job. It is a powerful major trend for S11 and accounts for a very high percentage of deviance.

S11 - relationships ---- statutory work (75.38%)

Linked to this major orientation are activities which, in their description, also show S11's strong focus on the statutory aspects of the job.

S11 - E4 - liaising with local agencies and (1st component)  
statutory bodies

E6 - statutory visits

E7 - providing statutory court and allied services

S13 shows a "possible legal" orientation in the second component. It is distinguished from general support (25.14%). The activities upon which the "possible legal" orientation are based are E7, recording, report writing and E3, child abuse investigations.

S13 appears to be perceiving these activities in terms of their possible future association with court action. S11, on the other hand, seems to be focusing on the extent to which his activity is prescribed by statute or by the legal system.

(g) Problem Solving

One senior social worker focuses on problem-solving as a trend. It is not a major trend and features on the second component

S16 - problem solving ---- means (23.56%)

The activity linked to this trend is negotiating with other agencies (E4).

(h) Communication

One senior social worker has communication as a trend. It is not a strong trend, it appears on the third component.

S14 - administration ---- communication (19.55%)  
(routine) (lack of opportunity)

The elements linked to this pole are E8, meeting specialist areas of need and E3, dealing with urgent messages. Supporting constructs suggest that there is a perceived lack of opportunity for these activities in comparison to administrative work which is perceived as routine.

(i) Community Work

Only one person in the sample population has a community work orientation. It features in the third component of S10.

S10 - one to one (client) ---- community work (10.71%)

The linked activity is arranging social contacts for isolated clients (E1)

(j) Management

One senior social worker has a management trend. It shows in the second component.

(B)S21 - management ---- supervision (30.88%)

It has already been noted that the elements linked to this management trend are task centred, not people centred: development of volunteer scheme (E5) and maintaining handicap register (E8). They are distinguished from receiving supervision.

Only one other person in the total population surveyed, a senior social work practitioner, shows a specific management

orientation. It will be seen that this, too, is a task centred management trend.

(iv) Social Work/Professional Orientation

Four senior social workers have a trend to perceive social work as distinct from other activity. S5 discriminates, as a major trend, between social work activity and activity which could or should be done by others. The job perception of S6 is almost entirely focused on a distinction between activities which require only experience (administrative activity) and those which require experience and skill (social work activity). This is the only component of S6 with a variance of more than 10%. S14 also distinguishes social work tasks as a major trend.

S5 - vital social work ---- could, should be (68.07%)  
activities done by others

S6 - administration ---- social work (78.47%)  
(experience only) (experience and skill)

S14 - social work tasks ---- indirect/admin. (51.44%)

For S17 the trend appears in the second and the third components.

S17 - social work skills ---- knowledge of resources (23.66%)

S17 - practical/solitary ---- social work (13.13%)

The activities linked to S5's major social work activity trend are both visiting activities, E5 visiting clients and E7, visiting homes for the elderly. For S6 the linked elements are counselling (E1) and crisis intervention. S14's social work tasks orientation is based on communication (E1) and home visits (E2). The elements linked to all three of the major social work orientations are to do with client contact.

For S17 the elements linked to the social work skills trend (2nd component) are recording work on files (E2) and investigation of reports of children at risk (E7). E7 is also linked to the third component social work trend along with E8, dealing with problems presented on duty.

The activities linked to the poles which contrast with the social work orientation tend to be administrative. For example, taking telephone messages (S5; E2), form filling (S6; E4), recording (S14; E5).

In the perceptions of senior social workers, the social work task is predominantly to do with client contact. The established pattern of discriminating between client activity and administration is again evident.

(v) Other Orientations

(a) Liked, worthwhile/Disliked, chores

Senior social workers are the only group who have this orientation. One (S18) has it as a very powerful trend. It appears on both poles of the only component with a deviance over 10% (80.52%). S2 also has it as a major trend.

S2 - less enjoyable ---- more enjoyable, (57.96%)  
less important                      more important

S18 - worthwhile, happier ---- chores, often no (80.52%)  
client time for

The activities perceived by S2 to be more enjoyable are keeping in regular contact with the younger blind and their families (E5), assessing the needs of the newly blind (E4) and spotting conditions that could deteriorate unless help given (E1). They are all more specialist aspects of S2's role. In contrast S2 perceives

errands for clients (E3) and administration (E6) as less enjoyable. Supporting constructs suggest an association in S2's perception between enjoyable and important.

The activities linked to worthwhile in S18's major trend are spending considerable time with a client to improve tone of life (E5) and visiting (E1). S18's perception of chores is associated with organisational, administrative activities: answering the telephone (E8) and attending conferences (E6). Supporting constructs suggest that chores, for S18, are activities for which she often has no time.

S9 has a secondary trend to distinguish between liked and disliked aspects of the job.

S9 - liked, caring, ---- not liked, crisis,	(20.14%)
non-specialist	specialist

Supporting constructs point to an association between liked and the caring non-specialist aspects of S9's job. In contrast the not liked aspects are crisis orientated and specialist.

The elements linked to S9's second component "liked" trend are duty (E8) and influencing society (E2). Linked to the "not liked" trend are dealing with at risk (E3) and visiting hospitals (E7).

#### (b) Internal/External

Two senior social workers show a trend to discriminate between internal activity and external activity. For S1 it is a major trend

S1 - in office ---- outside office	(49.75%)
------------------------------------	----------

The in office trend is based on use of telephone (E2) and office interviews (E3). Linked to the outside office orientation

are visits to residential establishments (E7). The activities linked to both poles are departmental activities. There is nothing to suggest that S1 focuses on an environment external to the department in her perceptions.

For S4, the internal/external orientation features as a secondary trend.

S4 - possibly external ---- internal to (23.31%)  
Department

Linked to possibly external are home visiting (E6) and counselling (E1) - both are client activities. The internal orientation is associated with receiving training (E8). Here again evidence suggests only a distinction between activities which are office based and those performed outside the office.

### (c) Resources

A resources trend appears in the second component of two senior social workers

S1 - providing, developing ---- using established (19.06%)  
a resource resources/processes

S17 - social work skills ---- knowledge of resources (23.66%)

The activity linked to S1's orientation of providing, developing a resource is communication with colleagues, client groups and other agencies (E1). In contrast, S1's trend to focus on the use of established resources is linked to visiting residential homes and day centres (E7) and admissions to and discharges from residential homes (E6).

S17's orientation is slightly different. Here the trend is focused on knowledge of resources. The linked elements are E8, provide practical assistance and E5, negotiate with others who may be able to resolve the problem.

## Summary

Like social workers, the major focus that emerges in the job perceptions of senior social workers is people.

Twelve of the twenty one surveyed have a specific people focus, for nine it is a major trend. Clients most commonly feature in the people orientations. There are also major trends which focus on staff relationships and liaison with other agencies. The only people orientations of County B's senior social workers, however, are to do with staff supervision. This probably reflects the differing roles of the supervisory level III workers of County B and the practitioner level III workers of County A.

Activities linked to client trends follow a pattern. They tend either to be concerned with verbal communication or response to crises. Administrative activities are commonly linked to the poles which contrast with people trends.

Two senior social workers focus on "self" as a specific trend, one as the subject of supervision and the other as a personal giving of self. Two others focus on solitary or solo activity as a major trend.

In the task orientation of senior social workers, administration features as a particularly powerful trend. It is linked, commonly, with form filling, recording, meetings and travelling. The same sort of activities are linked to a physical/practical trend which appears only amongst this group. Like the administrative trend, it tends to be polarised from people centred trends and



particularly client contact. There is, too, a common trend to focus on the general or the specific. There is a tendency to link communication and information giving to general and this trend arguably comes closest to identifying an underlying focus on the external environment. Linked, for example, are informing the public and influencing society.

The trend to focus on activity in terms of work pattern (for example predictability), time or frequency, features more often amongst senior social workers than amongst any other group. It appears specifically in ten of the grids, two others have associated orientations. There is a common linking of administrative and organisational activity to routine trends, for example, recording, meetings and liaison. The unpredictable, or unplanned trends are associated with client activity and particularly with client crises and emergencies. The time focus trends vary. Examples are insufficient time (linked with teaching braille), time consuming which is linked with driving by one and with crisis intervention by another, and time wasteful which is associated with recording. Others are to do with the immediate, the on-going or the occasional.

The tendency to discriminate between client activity and administrative activity is evident again in those trends which have a social work or professional focus. Although the trend features in only four of the grids, in three it is a major trend. Common linked activities are home visits, counselling and crisis intervention. Activities linked to the contrasting poles include form filling, taking telephone messages and recording.

Senior social workers are the only group who show a trend to discriminate between liked and disliked activity. Although only three have it, for two it is a powerful major trend. There is a tendency for client-contact activity to be linked with the "liked" pole and for routine and administrative activity to be linked with "disliked".

Other trends are thrown up in the grids of senior social workers but they are not significant. Planning, where it appears, tends to be associated with activity which is narrowly job related and routine, for example, contacts with other agencies, planning meetings and developing groups for Carers. The evidence does not point to a perceived role for senior social workers, of either County, in Departmental forward planning.

Assessment features in three of the grids but only once as a major trend. In two there is a focus on legal and statutory aspects of the job to which are linked activities like statutory visits, court and allied services, and report writing. Community work emerges as a trend only once in the total grid study, as a third component trend of a senior social worker.

The only two specific external orientations that appear are linked with "departmental" activities, client visits and visits to establishments. Resources, too, feature only twice, as secondary trends. Only one of these has a focus on the development of resources. The other distinguishes between use of, and knowledge of, resources.

A management trend emerges only once in the second component of a senior social worker of County B. Evidence suggests that it is a task centred management focus, not people centred. And only one team related trend emerges in a third component. The activities linked to this trend suggest a focus on team workload rather than team working.

### 3. SENIOR SOCIAL WORK PRACTITIONERS (S02)

Although the timing of the study prevented the inclusion of County A's Team Leaders in the sample population, it was decided to include instead 3 of that Authority's Senior Social Work Practitioners. They are on the same salary grade as A's "deleted" Team Leader posts but they have a clear specialist practitioner role. They have some responsibility for staff development but none for staff supervision.

#### (i) People Orientation

Two of the 3 senior social work practitioners have a people centred perception of their jobs. These two have a different specialist role to the third and have a particular responsibility for the community placement (fostering) of hard to place children, for example, adolescents who exhibit disturbed behaviour and children with handicaps. The people-centred trend is broken down into two sub-sections.

##### (a) Client Contact

One senior social work practitioner P1 has a major and clearly defined client contact trend. It shows on the contrast pole of the first component

P1 - with professionals/ ---- client contact (52.87%)  
administration

The element linked to the client contact trend is placing children with families (E1). The activities linked to the contrasting pole are more administrative or organisational.

The children, to P1, are the clients and it is, therefore, appropriate to include under P1's client contact perception the contrast

pole of her third component.

P1 - working with community ---- working with children (12.84%)  
parents

The element linked most significantly by P1 to this contrast pole is writing contracts with children placed (E4). This is a client contact activity.

It should be noted that community (or foster) parents are colleagues or placement resources, not clients.

P3 also has a client contact orientation but it is supportive to a stronger, verbal as distinct from written, construct.

P3 - written/practical ---- verbal/client contact (50.85%)

The client contact perception is substantiated by the linked element, home visits (E2). Again client contact is distinguished from more organisational activity: E8, keeping up to date by reading (this arguably could also be labelled self development) and E7, driving.

#### (b) Colleague Related

Of the senior social work practitioners, only P1 has a colleague centred trend in her perception of the job. It appears as the major trend which discriminates between contact with other professionals and contact with clients.

P1 - with professionals/ ---- client contact (52.87%)  
administration

The supporting constructs show a strong pattern of association between colleague related activity and administration on P1's first component. The association is supported by the routine nature of the linked activities: E8, recording of visits on files and E2, attending pre-placement meetings.

Given that foster parents in County A are recognised as colleagues, the less powerful trend on P1's third component can be interpreted also as distinguishing between colleague related and client contact activity.

P1 - working with community ---- working with children (12.84%)  
parents

The routine activity of recording of visits on files (E8) is again linked to the colleague related pole but another, more significantly linked element points towards the developmental role of the senior social work practitioner: E6, support group meetings for community parents.

(ii) Work Pattern/Time Orientation

One senior social work practitioner has this orientation. It appears on the second component

P3 - lack of opportunity ---- routine (23.85%)

The activities linked to lack of opportunity are attending meetings (E5), keeping up to date by reading (E8), and communicating with children (E1). The activities linked to routine are more administrative, E3, answering telephone calls, and E4, writing applications for placements.

(iii) Task Orientation

Although there is a task orientation amongst senior social work practitioners, it is perhaps less distinct than that which shows amongst other groups. The trend as it appears within this group seems to merge with a specialist role, or job specific, orientation.

(a) General/Specific

The specialist role of P2 is evident in the principal component analysis. This senior social work practitioner has a prime responsibility for identifying and developing alternatives to custodial and residential care for adolescents with behavioural problems. It is primarily a resource development job. The holder's perception reflects a strong trend to distinguish between activity which is related to one specific resource and activity which is related to the wider provision. It features on all three components.

P2 1st Component

P2 - resources/ wider provision	----	general activity/ scheme specific	(44.77%)
------------------------------------	------	--------------------------------------	----------

2nd Component

P2 - specific resource	----	providing alternative resources	(30.84%)
------------------------	------	------------------------------------	----------

3rd Component

P2 - providing resources	----	general management	(14.96%)
--------------------------	------	--------------------	----------

The activities linked to the more specific resource trends tend also to be more specific, E7, keeping records, E8, chairing planning and agreement meetings and E3, discussion with Community Placement Officer.

The activities linked to wider provision of resources tend to be more general activities, for example E4 and E5, which are both liaison, E1, finding alternatives to custodial and residential care and E2, giving consultation to social workers.

P1 also has a job specific orientation on the second component.

P1 - job specific	----	extra to job description	(30.26%)
-------------------	------	--------------------------	----------

Here the elements linked to both poles are specific activities,

E5, recruiting community parents, which is job specific and E3, tracing the natural parents of children placed, which is considered to be outside of the job description.

(b) Written/Verbal

The more distinct written/verbal trend of P3's task orientation is a major one. There is also an underlying trend on this first component to associate written with more practical activities and verbal with direct client work.

P3 - written/practical ---- verbal/client contact (50.85%)

The elements linked to written/practical are E8, keeping up to date by reading and E7, driving. The element linked to verbal/client contact is E2, home visits.

(c) Management

General management appears as a trend on the contrast pole of P2's third component

P2 - providing resources ---- general management (14.96%)

The activities linked to this trend indicate a focus on administrative or task management. They are organisational or office related: use of telephone (E6) and keeping records(E7).

(iv) Social Work/Professional Orientation

P3 has a third component trend to discriminate between those activities which are social work and those which are non social work

P3 - social work ---- non social work (12.38%)

One of the activities linked to the social work trend is a job process, E4, writing applications for placement and the other is



arguably to do with professional development, E8, keeping up to date by reading.

The elements linked to the non social work pole are routine or administrative activities

P3 - E7 - driving (3rd component)

E5 - attending meetings

E6 - telephone calls

### Summary

The narrowly specialist roles of the three senior social work practitioners studied is evident in the Principal Component Analysis.

One for example, whose prime role is the development of alternatives to residential or custodial care, focuses on resources in all three components. The main trend for this worker is to discriminate between one specific resource and the wider provision.

The main trends of the other two have a people focus. One discriminates between contact with professionals (or colleagues) and contact with clients but there is a strong association of administration with the professional/colleague contact trend. For the other, client contact supports a stronger verbal construct and this is distinguished from the written/practical. The trend again in both grids is to contrast client contact activity, for example, making fostering placements and home visits, with organisational or administrative activity like recording, reading, meetings and driving.

Apart from the resource development trends already referred to, there is little evidence of a task orientation amongst senior social work practitioners. Where it exists, it is mainly a job specific orientation.

Only one senior social work practitioner has a work pattern/time orientation. It appears in a secondary trend which discriminates between lack of opportunity and routine. Answering the telephone and writing applications are activities linked to routine. Lack of opportunity is linked with keeping up to date and communicating with children.

Management appears only once and it is not a major trend. It is associated with organisational activity: answering the telephone and keeping records.

One, third component, trend discriminates between social work and non social work. Social work is associated with writing applications and keeping up to date. Non social work activities are identified as driving, attending meetings and taking telephone calls.

## TEAM LEADERS

There was limited opportunity to include team leaders in the study for reasons explained in Chapter 6. Both of the team leaders who were studied were employed in County B.

### (i) People Orientation

There are similarities between the people orientations of the team leaders in County B and those of their senior social worker colleagues which are generally quite different to the orientations of senior social workers in County A. This probably can be explained by the fact that senior social workers in County B have defined staff supervision roles within the Area management structures.

The people orientation of County B's team leaders is broken down below:

#### (a) Client Focus

There is only one client focus trend and it is not a major one. It appears on a third component.

(B)T2 - client focused ---- team/staff focused (18.81%)  
(nonT.L.role)

The elements linked to the client focused pole are E6, reviewing clients, and E7, dealing with emergency decisions. Both activities are indirect client work and are supervisory in nature.

It is interesting that a strong supporting construct on (B)T2's third component indicates a perception that client focused activity is outside the team leader role.

#### (b) Team Related

Of the two team leaders, only (B)T2 has a clearly defined team related trend. It is not a major trend, but it appears on the second component (see above) and the third component.

## 2nd component

(B)T2 - team/internal ---- non team/external (22.43%)

## 3rd component

(B)T2 - client focused ---- team/staff related (18.81%)  
(non T.L. role)

The elements linked to (B)T2's team related poles are:

E8 - undertaking administrative work (2nd component)

E5 - maintaining staff morale (3rd component)

E1 - supervision of staff

The activity linked to the non-team/external pole of the second component is E4: communicating with Area Management.

Readers are reminded here that the Area Directors in County B are headquarters based.

## (c) Staff Supervision

One of the team leaders has a staff supervision orientation. But it is not a major trend. It's existence is substantiated only by supporting constructs and elements linked to a stronger discrimination between one-to-one and groups.

(B)T1 - one-to-one (staff) ---- groups (non-team) (27.82%)

The activities linked to the one-to-one (staff) pole are, supervision of staff (E1) and providing consultation to staff (E3).

(B)T2's team related third component trend (described in (b) above) could arguably, also be included as a staff supervision trend. The activities linked to (B)T2's team trend would support this, for example, E1: supervision of staff.

## (d) Dealings with Others (non specific)

B(T1) discriminates between work done with others (non-specific) and work done alone. It appears on the first component

as a major trend and again on the second component as groups (non-team).

1st component

(B)T1 - solo ----with others (55.02%)

2nd component

(B)T1 - one-to-one (staff) ---- groups (non-team) (27.82%)

Supporting constructs and linked elements suggest a secondary discrimination in (B)T1's first component between practical and managerial aspects of the job. Practical is associated with solo activity and managerial is associated with work undertaken with others.

The elements linked to solo (practical) are, driving (E7), and report writing (E6)

The element linked to "with others" (managerial) is, planning team strategies (E5).

This is the only indication of a management focus in the perceptions of the two team leaders. The linked element is the only evidence to suggest a forward planning focus.

The element linked to the groups (non-team) pole of (B)T1's second component is E2: attend meetings. This is distinguished from one-to-one staff supervision activity.

#### (e) Solo

As shown in (d) above, one team leader (B)T1, has a major trend to discriminate between solo activity and work undertaken with others.

#### (ii) Task Orientation

There is only one task orientation evident in the team

leaders' perceptions, but it shows as (B)T2's major trend. It appears in the first component which discriminates between the general and specific aspects of the job.

(B)T2 - general (admin) ---- specific (staff) (50.48%)

There is a clear tendency in this component to associate administrative activity with general, and staff issues with specific. This is substantiated by the linking of the elements. Linked to general is E8: undertaking administrative work; linked to specific is E3: dealing with complaints about staff performance.

(iii) Other Orientation

Internal/External

It has already been shown that (B)T2 associates team work with internal, and non-team work with external, as a secondary trend.

The element linked with the external pole is communicating with Area Management (E4). This activity is internal to the employing department and there is nothing to suggest that either of the team leaders has a focus in their perceptions which is to do with the organisation's external environment.

Summary

The major trends of the two team leaders studied are different. For one, the major trend is to discriminate between work done alone (solo) and work done with others. The other distinguishes between general and specific aspects of the job.

In both major trends however, administrative activity is linked to

one of the poles, (to solo in one, and to general in the other).

Supporting constructs, and the linked element, suggest a managerial orientation associated with work done with others. The element linked is planning team strategies. This is the only indication of a management focus in the perceptions of the two team leaders and the linked element suggests the only underlying focus on forward planning.

The major "specific" trend has a staff focus and is linked with complaints about staff performance.

Staff supervision is linked to secondary trends which appear under other labels (team related, staff supervision and dealings with others).

Although not a major trend, a team related orientation appears in two components of one team leader. Administrative work and maintaining staff morale are linked to this trend along with staff supervision.

Staff support and supervision seem to emerge as common underlying trends in the P.C.A.'s of both team leaders.

There is one secondary trend that discriminates between internal and external activity. It is associated with a distinction between team and non-team activity and does not provide evidence of a trend to focus on the organisation's external environment.

The only trend with a client focus is not a significant one. Strong supporting constructs, in fact, suggest that client activity is outside the team leader role. It is interesting, however, that "emergency" is again incorporated in an element linked with the client focus: dealing with emergency decisions.



## 5. SOCIAL WORK ASSISTANTS

A small sample of social work assistants was included in the study to test how their perceptions of their jobs compare with those of qualified, or designated, social workers. There are many similarities.

### (i) People Orientation

Three out of the four social work assistants studied have a people-centred trend in their perception of the job. The trend is broken down below.

#### (a) Client Focus

Two social work assistants have a client centred orientation but neither has it as a major trend. For both workers it appears in the second and third components.

##### 2nd component

A1 - client independence ---- client rejections (31.51%)  
(preventative) (re-active)

A3 - individuals (clients) ---- groups (self-development)(33.28%)

##### 3rd component

A1 - removing client ----- maintaining client (18.52%)  
independence independence

A3 - liaison/internal ---- client specific/external (16.66%)

The focus on client independence shows in the second and third components of A1. The elements linked to the maintenance of client independence are E5, offering support and advice to allow clients to remain in community as long as possible and E1, visiting elderly people living alone and at risk. In the second component A1 distinguishes client independence from dealing with client rejections

of help. The activity linked to this pole is returning clients home from hospital or residential care when they insist on discharge (E3).

Maintaining client independence (component 3) is contrasted with removing client independence. Linked to this pole is E4, preparing clients for long term admission to hospital or residential home, counselling on loss of home and independence.

A1 is the only worker studied who had a trend to focus on clients in terms of their independence or maintenance in the community.

In A3's second component the client orientation supports a more powerful "individuals" trend. A supporting construct links a self-development focus to the contrasting "groups" trend. The elements linked here to the client (individuals) trend are escorting clients (E1) and escort clients home (E3).

Escorting clients (E1) is also linked to A3's third component client specific trend. In the second and third components A3 is discriminating between client aspects of the job and organisational or self related aspects.

#### (b) Liaison

A3 has a liaison orientation with a significant supporting construct of internal. As shown above, this trend is contrasted with a client specific/external trend in the third component (16.66%)

The elements linked to the liaison pole are liaison between other agencies (E8) and writing letters (E2).

#### (c) Colleague Related

One social work assistant focuses on colleagues as a trend.

The trend is not a major one, it appears in the second component; a supporting construct suggests it is associated with administration.

(B)A4 - colleagues (admin) ---- general public (14.72%)  
(service)

The elements on which the colleagues (admin) orientation is based are: following up visits to playgroups and childminders - records, queries (E7) and improving liaison within Social Services Department - influencing future policy (E8).

The activities associated with the general public (service) trend are E1, improve the quality and availability of day care services and E4, explain the preventative role of day care, mainly to volunteers.

(ii) Work Pattern/Time Orientation

Only one social work assistant has a work pattern/time orientation in her job perception. But it features as a major trend.

A1 - counselling/ ---- one-off/ (41.84%)  
long term involvement short term involvement

The contrast pole shows the trend more specifically (one-off) but both poles have associated supporting constructs of long term and short term involvements.

The elements linked to the "one-off" pole are taking applications for Holiday Home (E7) and taking applications for telephone (E6). The activity linked to counselling supports the association with long term: preparing clients for long term admission to residential home, counselling on loss of home and independence (E4)

(iii) Task Orientation

The task orientation of social work assistants is

significant. For three of the four it is a major trend.

(a) General/Specific

One social work assistant contrasts "the purpose" with "the task" as a major trend. One pole has activities linked to it which are more general, the other has more specific linked activities.

(B)A4 - the purpose ---- the task (69.41%)

Elements linked to "the purpose" are

E8 - improving liaison within Social Services Department influencing future policy.

E5 - liaising between Social Services and the Voluntary Sector involved in day care work.

Linked to "the task" are

E7 - following up visits to playgroups and childminders - records, queries

E6 - visits to playgroups and childminders

E2 - registering new childminders

(b) Administration

One social work assistant has a clear administration orientation in her perception. It is her major trend.

A3 - admin.(internal) ---- people (external) (35.90%)

The elements linked to administration are recording on case files (E5) and writing letters (E2).

It has already been shown that (B)A4 also has a significant supporting construct of administration associated with a colleague trend.

(c) Counselling

One social work assistant (A1) has a major counselling trend (41.84%). It is contrasted with one-off activity (taking applications).

Linked to the counselling trend is preparing clients for long term admissions to residential home counselling on loss of home and independence (E4).

(iv) Social Work/Professional Orientation

One social work assistant distinguishes main content of the social work job from work that could be done by others. . The trend is not a strong one, it appears in the third component.

A2 - main content of ---- could be done (11.05%)  
social work job by others

The activities linked to the social work job focus are recording (E4) and travelling (E7). These activities are more general and routine than those linked by other groups to a social work or professional orientation.

The elements linked to "could be done by others" are escort duty (E2) and telephoning in and out (E3).

(v) Other Orientations

(a) More Productive/Less Productive

A2 shows a trend to distinguish between aspects of the job which are more productive and those which are less productive. It is not a major trend, it appears in the second component.

A2 - more productive ---- less productive (14.53%)

The element linked to more productive is E1, home visits

(client activity). The element linked to less productive is E4, recording (administrative activity).

(b) Internal/External

One social work assistant has a major trend which discriminates between internal (office) and external.

A2 - external ---- internal (office) (57.53%)

The external orientation is based on escort duty (E2) and travelling (E7). The elements linked to internal are recording (E5) and telephoning in and out (E3).

It has been shown that A3 also has an underlying trend to discriminate between internal and external aspects of the job. It shows in defining constructs which support her first and third component trends.

A3 - admin/internal ---- people/external (35.90%)

liaison/internal ---- client specific/external (16.66%)

In both components the elements linked to the internal focus are administrative, for example, recording on case files (E5) and writing letters (E2). The activities linked to the poles which have an external orientation are attending groups (undefined) (E4) and escorting clients (E1).

The distinction made, in all cases, is between aspects of the job which are "in office" and those which are external to the office. There is little evidence of trends, in the perceptions of social work assistants, which focus on aspects of the job which are external to the Department other than in the narrow client sense. This is common to all groups.

Summary

The major trends that emerge in the grids of social work assistants

are task orientated. There is also evidence, however, that they have a strong people focus in their perceptions of the job.

Trends which are labelled under other orientations have strong associations with people. This is evidenced either by supporting constructs or linked activities.

Social Work assistants exhibit the same trend as other groups to discriminate between people centred activities and administrative or organisational activities but it is not as common. There is also a significant tendency to discriminate between different types of people activity, for example, maintaining client independence and removing client independence; individuals and groups; liaison and client.

A Social work assistant in County A is the only person studied with a focus on client independence and maintenance in the community.

The activities linked by social work assistants to client trends include, like other groups, home visits, counselling and providing support and advice. Unlike other groups, however, there is not a crisis or emergency association with client activity.

There is one major trend which discriminates between internal and external activity. There are also underlying internal/external trends supporting other (people centred) orientations. Again, the linked elements suggest that the distinction made in all cases is between activity which is office based and work undertaken outside the

office. In office is associated with administration, external to the office is associated mainly with clients.

There is also one strong time focus identified. Long term involvement (associated with counselling) is distinguished from the one-off, short term involvement, to which is linked the taking of applications.

Only once does a trend emerge to discriminate between social work activity and work which could be done by others and it is not strong. The activities linked to the social work trend are more general and routine than those linked by other groups, they are recording and travelling.

Only one, secondary, colleague orientation emerges. There is a strong supporting construct of administration and the linked elements are associated with record keeping, departmental liaison and influencing departmental policy.



## The Trends of all Groups Compared and Contrasted

Here, the trends of the five social worker groups are compared and contrasted under the same headings that were used in the individual group analyses.

### (i) People Orientation

People, and particularly clients, feature high in the job perceptions of social workers at all career levels, except team leader. It will have been noted that trends which are not specifically described as people-centred often encompass activities related directly or indirectly to people.

In all groups, client centred trends are commonly linked to activities associated with one to one communication, for example, listening, interviewing, counselling and home visits. Crisis intervention and emergency responses are also frequently linked, except by Social Work Assistants. The development of self help and provision of practical assistance are less commonly linked activities.

Twenty-eight of the total population sample of forty have a specific people-centred trend in their perceptions. The people orientations of social workers, at the various career levels, are compared and contrasted below.

### (a) Client

Social Workers, at all levels, have a client focus in their

perceptions of the job. There is evidence, however, that the organisational role effects the worker's client orientation.

Eight of the total population sample have a client contact focus. For four it is a major trend. Activities commonly linked to client contact are interviews, counselling, home visits, and crisis intervention.

Thirteen of those studied have a more general client focus trend as distinct from a client contact trend. For two of these (W5 and S10). the trend is additional to a client contact orientation.

Listening is an activity linked to the client focus trend by two senior social workers and one social worker. Again, emergencies and crisis intervention are also commonly linked. Other recurring elements include developing relationships and communication. But for one social work assistant, only client escort activities are linked (A3)

The other social work assistant with a client focus trend discriminates between maintaining client independence and breakdown in client independence (A1). This is the only worker who has a clear trend to focus on client independence and maintenance in the community. Counselling is included amongst the linked activities (E4).

A case specific orientation of two workers (S4 and S15) has been referred to under the client focus trend. Linked elements, however, suggest that the case specific orientations of these workers are

more related to the administrative aspects of case work: information giving (S4, E2); contact with other professionals (S4, E4), and writing (S15, E2).

Evidence suggests a significant tendency for all workers who have a client contact, or client focus, trend to distinguish this from organisational or administrative aspects of the job. Typical examples of administrative activity are : recording, use of telephone, attendance at meetings, general liaison and driving.

There appear to be similarities in the client centred perceptions of four levels of workers, social workers, senior social workers, senior social work practitioners and social work assistants. The one client focus that emerges in the team leaders' grids, however, is supported by the construct, "outside the team leader role". And notably, the two senior social workers who have a designated team supervision role within County B's area management structure, do not show any client centred trends.

#### (b) Relationships

Five of those studied have a relationships trend in their perceptions. Three are social workers and two are senior social workers. The trend does not feature specifically amongst any other group.

For S11 the relationship focus is significant. The component accounts for a high percentage of deviance (75.38%). He distinguishes between

those aspects of the job which are to do with relationships and those which are statutory. Four of the five, in fact, have relationships as a major trend.

For three of these, the relationship orientation is, at least in part, associated with clients. Linked elements include providing material help, developing self help and visiting clients.

The activities linked to the relationship trends of the other two (the two senior social workers of County B), suggest a more general relationship orientation: liaison, communication, and statutory reviews.

Elements linked to the poles which contrast with a relationship trend again suggest a tendency to distinguish people centred activity from organisational or administrative activity, examples of which are attending meetings, visits to establishments, assessment, statutory and court work.

One social worker (S3), as a secondary trend, discriminates between the "spin-off" of relationships and forming relationships.

(c) Liaison/Networks

Liaison (or networks) appears as a trend in the perceptions of three social workers, three senior social workers and a social work assistant. It does not feature in the perception of senior social work practitioners or team leaders.

For two of the social workers ((B)W6 and (B)W10) it shows as a major trend. It is also a major trend for two senior social workers (S7 and S13).

S7's major trend discriminates between developing networks and using networks (50.68%). The activities linked to the "developing" pole tend to be pro-active (outings for clients, visits to establishments). The element linked to "using" networks is more re-active (taking new referrals).

The other six workers who show a liaison trend have common linked activities. Liaison or contact with other agencies, for example, is linked to the trend of all six. Other recurring linked elements are meetings and visiting establishments.

The activities linked to the contrasting poles suggest a common trend to distinguish liaison from aspects of the job which are more task or person specific. Examples are, statutory reviews, visiting or escorting clients, driving, recording, and child abuse investigation.

(d) Staff Supervision

The only workers studied who show a staff supervision trend are those with a designated supervisory role - the two team leaders and the two senior social workers of County B.

Supervision does appear as a trend for (B)W8 but it relates to supervision received. (B)W8's major trend discriminates between less supervised, reactive aspects of the job and those which are more supervised and controllable.

Only one of the four with a staff supervision orientation shows it specifically as a major trend ((B)S20). For the two team leaders it shows only through secondary constructs which support other trends. Staff supervision does however appear as an activity linked to the trends of all four.

Supervision of staff is also linked to (B)S21's major "job specific" orientation. This again substantiates the supervisory nature of the senior social worker role in County B.

(e) Colleague/Team

Only four of the total sample have a colleague or team related trend in their perceptions. Indeed, social workers do not show any colleague or team related trends.

P1's trend to discriminate between contact with other professionals and contact with clients is a major one (52.87%). The supporting constructs <sup>show</sup> /a strong pattern of association between colleague related activity and administration. The association is supported by the routine nature of the linked activities: recording of visits and attending meetings.

The less significant colleague/team trends of the other three are also linked with administrative activities for example, undertaking administrative work ((B)T2; E8), writing reports ((B)S20; E2), and following up visits --- records, queries ((B)A4; E7).

(B)T2 (team leader) also has staff supervision and staff morale elements linked to the colleague/team trend.

All those with a team/colleague orientation tend to distinguish it from a non team contact orientation.

(f) Dealings with Others (non specific)

One team leader and one of County B's senior social workers have non-specific people trends.

The team leader (B)T1 discriminates between "solo" and "with others" as a major trend. The activity linked to "with others" is planning team strategies.

The other trends are less significant. They appear in the second and third components. (B)T1's non specific groups orientation is associated with attending meetings. Client visits are linked to both of (B)S20's non specific people contact poles. Also linked are attending special courts and using the telephone.

The non specific people orientation is contrasted with more specific people contact, practical activity and solo activity.

(g) Solitary/Solo

Two senior social workers and one team leader discriminate between solo activity and contact with others. As shown above, it features in the team leader's perception as a major trend. It is also a

major trend for the two senior social workers:

The major solo/solitary orientations of the team leader and one senior social worker (S12) are linked with administrative activities, for example, report writing and form filling. The element linked to the solitary trend of County B's senior social worker is attending special courts - here the trend is more to distinguish a personal specific activity from staff supervision activities.

As a secondary trend S12 has solo activities linked to client visits - this is distinguished from liaison activities.

(h) Self

One senior social worker ((B)S21), as a major trend, discriminates between a job specific, staff supervision orientation and a "self" related one. The activity upon which the "self" orientation is based is receiving supervision. This "self" trend is also associated with a secondary supervision trend.

One social worker also has a major trend which is related to the amount of supervision she receives ((B)W8). The elements linked to the "more supervised" pole of this trend support a "self" orientation. They are receiving training and supervision.

Another senior social worker (S15) has a major trend to discriminate between a personal giving of herself and aspects of the job which are more impersonal or formal. Activities associated with "giving of



self" are counselling and placing a child for adoption. The impersonal activities are completing forms and attending meetings.

The "self" orientation in the perceptions of social workers is worthy of note. It is a trend which has not been found by the writer in other job analyses studied.

(ii) Work Pattern/Time Orientation

All groups, except team leaders, show a trend to focus on activity in terms of pattern, time or frequency. A total of fifteen have this focus in their job perceptions.

The trend features particularly amongst senior social workers, ten of whom show it as a specific trend. Two others have associated orientations.

(a) Routine/Unpredictable

One social worker and three senior social workers discriminate between the routine and the unpredictable in one component. For S13 it is a major trend.

There is a strong association between administrative/organisational activities and the routine trends of these four workers. Examples of the linked elements are record keeping, report writing, liaison with other agencies and attending meetings.

Activities upon which their unpredictable orientations are based include dealing with Duty callers, crisis intervention, child abuse investigations and responding to an emergency.

One senior social work practitioner has a routine trend in the second component. This too is associated with administrative activity - answering telephone calls and writing applications. The secondary "routine" trend of another senior social worker is, exceptionally, linked with client focused activities - errands for clients and spotting conditions which could deteriorate.

Another senior social worker's crisis resolution trend is included under the unpredictable label. It is associated with the safeguarding of clients' rights (S19 is an Approved Social Worker - Mental Health). It appears as a major trend and again in the second component. Yet another focuses on aspects of the work which are unplanned - the activity linked here is dealing with urgent messages.

(b) Time/Frequency

Three of the total sample focus on a lack of opportunity or time, in their perceptions - one is a senior social work practitioner, one a senior social worker and the other a social worker. None has it as a major trend.

All three have administrative type activity linked to their lack of opportunity focus - administration, recording and attending meetings. The other linked activities indicate a commonly perceived lack of

opportunity for specialist or developmental activity, for example : teaching braille, planning ahead and reading to keep up to date.

Two senior social workers have a time consuming trend in their perceptions. For one the activities linked to time consuming are routine-driving and transporting clients. For the other it is crisis intervention. One of these workers also focuses on activity which can only be done by her but which is perceived to be time wasteful - namely, recording.

One social work assistant, one social worker and two senior social workers have a trend which discriminates between short term (or one-off) and long term involvement or results.

For the social worker (W5) long term results supports a stronger "more frequent" orientation and immediate results supports "less frequent". For one of the senior social workers "one-off" supports a more significant client interface focus and the contrasting "part of plan" supports an indirect trend.

The activities linked to a short term or one-off orientation are various: office interviews, visits to Day Centres, emergency duty visits, being directive and taking applications for resources.

There is more commonality about the activities linked to a long term orientation. They tend to be similar to the elements linked to the client focus trends, for example, counselling, interviewing, listening, caring for the elderly.

Evidence suggests that other workers have a time or frequency orientation but it supports other, more significant, trends. Notably, S18 has "often no time for" supporting a very powerful "chores" trend - again lack of time is associated with administrative activity: answering the telephone and attending meetings.

(iii) Task Orientation

A task orientation features amongst social workers at all levels. All social workers except one (W5) have some form of task orientation. All W5's trends are either people centred or frequency orientated. Similarly there is a strong task orientation amongst senior social workers. Only two do not show it, S12 and S18.

There is a task orientation amongst senior social work practitioners but with this group the trend appears to merge with a specialist role, or job specific orientation. One team leader shows the trend in terms of distinguishing between general and specific activity.

It has been noted that the task orientation of social work assistants is significant. For three of the four it appears as the major trend.

The task orientations of the five groups are compared and contrasted under the various sub-headings.

(a) General/Specific

Sixteen of the total population distinguish between general and specific aspects of the job. The trend appears in all groups. For some the distinction is between general and specific task for others the trend is to discriminate between activity which is general to social work and that which is person specific or job specific. Some have a general or specific trend which is contrasted with other orientations, for example a client focus or a time/frequency orientation.

At least one worker from each group focuses on the general and/or the specific as a major trend.

The activities linked most often, amongst all groups, to the general trend are liaison and administration. Related activities are use of telephone and recording. Other activities linked to a general orientation are developing resources and developing relationships. The only elements described which are to do with influencing policy are linked to the general trend. For one, a social work assistant, it is influencing departmental policy; for the other, a senior social worker, it is influencing society.

Although some of the activities linked to the specific trend are individual tasks which any worker might perform (for example, keeping

records, counselling and providing practical assistance), most of the activities linked to the poles which contrast with a general orientation tend to be specialist or job specific. Examples are: registering childminders; preparing Court reports; teaching braille; safeguarding rights under the Mental Health Act; communicating with the deaf; securing Place of Safety Orders; recruiting Community Parents and dealing with complaints about staff.

(b) Administration

Social workers, senior social workers and social work assistants all focus on administration as a trend in their perceptions of the job. One senior social work practitioner has a trend to discriminate between written (practical) and verbal (client contact) which will also be included under this sub-heading. And one team leader has supporting constructs which indicate an association of administration with general as a major trend. Thirteen of the total sample focus on administration in their job perceptions.

For eight, administration shows as a major trend. For two the trend has a particularly high measure of deviance (S6, 78.47% and S15, 72.89%).

Recording is the activity most often linked to the administration trend. Other commonly associated elements are form filling and travelling. Also linked are meetings, liaison and dealing with clients' financial problems.

There is a strong tendency for administration to be contrasted

with people centred activity and in particular with client contact activity. Linked to the poles which contrast with administration are, for example, counselling, listening, interviewing, home visits and dealing with client crises.

(c) Practical/Physical

This trend features only amongst senior social workers. Five show it and for one it is a major trend.

The practical orientation appears to have strong similarities to the administrative orientation. Recording, reports and letter writing are commonly linked. The trend also, like administration tends to be polarised from people centred activity.

(d) Planning

Only one social worker and three senior social workers focus on planning, or the planned, as a trend in their perceptions of the job. There is little in the evidence, however, to suggest a perceived role in forward planning for social work staff at any of the levels studied. For three of the four who have the trend, the focus is on what is planned or is part of a plan. Only one describes the trend as planning.

Activities linked to S5's planning trend is making contacts within the Social Services Department and with other agencies. Elements

linked to the other plan or planned trends suggest that the orientation could appropriately be included under the routine trend, for example, attending planning meetings (case planning), use of telephone, administration and assessment.

### Assessment

The only two who focus on assessment in their job perceptions are both senior social workers. The elements linked to assessment tend to be case diagnostic for example, assessment of a referral, dealing with "at risk", and duty desk cover.

### Decision Making

Decision making is a trend shown only by two social workers. But for both it is a major trend. The decision making focus for one is based on the practical day to day issue of the car breaking down. For the other, the linked activities are more case work related: attending case conferences and reviews.

### Problem Solving

Only once does a problem solving orientation appear. It features as a secondary trend of a senior social worker. The linked activity suggests that, here, problem solving is associated with securing resources: negotiating with other agencies.

### Monitoring

Two of the total sample have a trend to focus on monitoring. Both



are social workers in County B and for both it appears in the third component. The two workers have casework supervision linked to the monitoring trend. Other linked activities are telephoning, visiting clients and recording.

### Legal/Statutory

Two senior social workers and one social worker have a legal or statutory orientation in their perceptions. For one senior social worker (S11) it is a powerful major trend which accounts for a very high percentage of deviance (75.38%). Linked activities suggest that S11 is focusing on the extent to which his activity is prescribed by statute or by the legal system, for example, statutory visits and court services. The social worker, who also shows it as a major trend and again in the third component, has linked activities which suggest a similar focus: statutory involvement and offering material help.

For the second senior social worker the "possibly legal" trend is more a focus on activities in terms of their possible future association with legal action: recording and child abuse investigations.

For all three there is a trend to contrast legal and statutory aspects of the job with supportive relationships.

### Communication

One social worker and one senior social worker show a communication trend. It is not a major trend for either.

The social worker contrasts verbal communication with writing skills. Linked to verbal communication is interviewing - linked to writing skills is administration.

The senior social worker discriminates also between administration and communication - linked to communication is meeting specialist areas of need and dealing with urgent messages.

Again there appears evidence to suggest a distinction between client focused work (communication) and administration.

### Counselling

The only worker in the sample population with a clear counselling orientation is a social work assistant. It is a major trend and is based on the counselling of clients about loss of home and independence in preparation for long term residential care. It is contrasted with one-off activity - linked to which is the completion of application forms. Arguably another example of discrimination between client contact and administrative activity

### Skills Based/Knowledge Based

One social worker, only, discriminates between knowledge based (to which enabling is the linked activity) and skills based (to which is linked liaising and advising). The distinction is not an easy one to assess.

### Community Work

Only one person in the sample population has a community work orientation. It features as a third component trend of a senior social worker. The trend is based on the arranging of social contacts for isolated clients. It is contrasted with a one-to-one (client) orientation.

### Management

Management appears as a trend only twice in the analysis. One of County B's senior social workers discriminates between management and supervision (of self) in the second component. The elements linked to this management pole indicate a focus of task management (for example, maintaining a handicap register).

The senior social work practitioner who has the trend distinguishes, in the third component, between general management and providing resources. Again linked activities suggest an administrative management orientation: use of telephone and keeping records.

Evidence suggests that social workers generally do not have a management orientation in their perceptions of the job. It is notable, particularly, that there is no clear management trend in the perceptions of the two team leaders.

#### (iv) Social Work/Professional Orientation

All groups, except team leaders, have a trend to distinguish social work from other activities. The trend is shown by two social workers, four senior social workers, one senior social

work practitioner and one social work assistant. For one of the social workers and three of the senior social workers the trend is a major one.

Six of the nine who show the trend have client focused activities linked to it, for example, client crises, counselling, home visits, duty problems and child abuse investigations. Three have administrative or routine activities linked (recording, writing applications for placements and travelling). The "social work content" focus of the social work assistant is associated only with recording and travelling. One social worker has liaison with other agencies as the only linked activity - the other social worker links "plan ahead" along with client contact activities.

"Social work" is most commonly contrasted with administrative activity. There are various labels attached to the contrasting poles but the activities linked to them are similar for seven of the nine, for example, recording, use of telephone, attending meetings and driving. Other activities linked to the poles which contrast with social work are liaison with D.H.S.S., dealing with clients' financial problems, working with groups and cleaning client's home.

It is interesting that one of the social workers sees liaison with other agencies as a social work activity and the other sees it as an administrative activity. Similarly, recording work on files is linked by a senior social worker to social work skills and is seen by the social work assistant as part of the main content of the social work job whereas two other senior social workers see it as

administrative or practical activity.

(v) Other Orientations

(a) Internal/External

An internal/external orientation appears in all groups except senior social work practitioners. Six show the trend, for one senior social worker and one social work assistant it appears as a major trend.

In all cases the trend is to distinguish activity which is "in office" from activity which is external to the office. There is no evidence of a focus on an environment external to the Department except in the narrow client sense.

The internal trend, for all who have it, is based on administrative or organisational activity, for example, use of telephone, recording, writing letters and receiving training.

Commonly linked to the external poles are client focused activities: home visits, counselling, escort duties, attending groups and visits to residential establishments. Exceptionally the team leader associates external with communication with Area Management.

(b) Liked, worthwhile/Disliked, chores

Three senior social workers discriminate between the more enjoyable (or worthwhile) aspects of the job and the less enjoyable (or chores).

For two it is a major trend. One social work assistant (A2) has a similar but secondary, trend. Here the distinction is between more productive and less productive activity.

For one of the senior social workers the trend distinguishes between worthwhile and chores and has a particularly high measure of deviance (80.52%).

Administrative activities are linked to the less enjoyable, less productive and chores trends, for example, recording, answering the telephone and attending conferences. The activities linked to the poles which contrast with these three trends are client contact activities.

The contrasting secondary trends (liked and not liked) of the third senior social worker have rather different associated activities. Linked to liked are "non-specialist" activities like duty and influencing society. Linked to not liked are dealing with "at risk" situations and visiting hospitals which are more specialist to the worker.

#### (c) Resources

One senior social work practitioner has a specialist resource development role and this is reflected in the Grid analysis. The resource orientation, however, merges with a trend to discriminate between the general and the specific. Two senior social workers have secondary trends associated with resources. One distinguishes between providing or developing a resource and

using an established resource. Communication with others is linked to resource development or provision. Visits to, and discharge from Departmental establishments are associated with use of resources.

The other senior social worker focuses on knowledge of resources. This trend is based on the provision of practical assistance and negotiation with others who may be able to help. It is contrasted with social work skills which is linked with recording on files and the investigation of child abuse reports.

Arguably, one social worker also shows the trend as "self-help". Development of self help was a resource creating activity of this worker at the time of the study. Associated with the trend is working with groups and creating links between them. It is distinguished from social work help to which liaison with other agencies is linked.

### Summary of Major Trends

#### People Orientation

An analysis of the Repertory Grid data reveals that social workers at all career levels have a powerful people orientation in their preceptions of their jobs. The language used throughout the grids for describing their perceptions is, in the main, people centred. Trends which are not specifically described as people centred often encompass activities related directly or indirectly to people.

There is generally a high focus on client contact or client centred activity. It appears specifically under client related labels and under other labels like "relationships" and "social work". Notably, however, a client trend appears only once in the grids of team leaders. It is not strong and the association of a supporting construct suggests that the client focus is perceived to be outside the team leader's role. It is also notable that the two senior social workers of County B, who have designated staff supervision roles, do not show any client centred trends.

Client centred trends are commonly linked to activities associated with one to one communication, for example, listening, interviewing, counselling and home visits. Crisis intervention and emergency responses are also frequently linked, except by social work assistants.

The way that client related activities are described is significantly common across the groups and tends for the most part, to be rather general. Home visits, for example, is a commonly cited element but there is infrequently any detail given about the purpose of the home visits. Similarly, counselling as an element appears often in the grids of all groups but the description of this activity rarely gives any subject detail. There is seldom, too, any clue to the nature of a crisis or an emergency.

The elements linked to poles which contrast with client centred trends suggest a strong tendency for workers in all groups to distinguish between people centred activity and organisational or administrative activity, for example, recording, meetings, use of telephone and travelling.



The other significant people orientation revealed is associated with liaison or networks. It appears in the grids of three groups: social workers (particularly of County B), senior social workers and social work assistants. Activities commonly linked to these trends are contact with other agencies, meetings, and visiting establishments.

Other people centred trends which appear include staff supervision, colleague and team related trends. Staff supervision appears only in the grids of the four workers of County B who have a designated responsibility for staff. The team or colleague focus also appears only rarely, and not at all amongst the social worker group. This is perhaps a notable finding in view of the importance commonly attached in literature to the concept of social work teams.

Two senior social workers and one team leader discriminate, as major trends, between solo activity and contact with others.

"Self" appears as a focus in the perception of two senior social workers and one social worker. Although not significantly common, the trend is worthy of note. It has not been found by the writer in other job analyses studied.

### Task Orientation

All career groups also have a significant task orientation in their job perceptions. There is a particular trend amongst all groups to focus on administration. It appears often as a specific trend.

Administrative activity is also commonly associated with other labels, for example "general" and "practical". Recording is the activity most often linked to the administrative trend. Other commonly linked elements are form filling and travelling.

The evidence suggests a predominant trend for social workers at all career levels to discriminate between aspects of the work which are organisational or administrative and those which are people centred, particularly client centred activity.

Other task orientations which appear include assessment, decision making, problem solving and monitoring but they are not significantly common. For the two social workers who focus on decision making it is a major trend but for one, decision making is linked only with the car breaking down.

Communication and counselling are specific trends which appear only rarely. Community work appears as a trend in only one grid and it is not strong.

There is little evidence to suggest a perceived role in forward planning for social work staff at any of the levels studied. Neither is there significant evidence of a perceived management role. Only one team leader and one senior social work practitioner have a management focus and in both cases it is linked with task management activities.

The task orientation of senior social work practitioners tends to merge with a job specific orientation which perhaps reflects their

specialist roles.

### Work Pattern/Time Orientation

Another trend which recurs in the grids of all groups, except team leaders, is a focus on activity in terms of pattern (for example routine or unpredictable), time scales and frequency. Although this orientation is not generally as powerful as the people or task focus it is particularly strong amongst senior social workers.

There is a common tendency, in the work pattern trends, to associate routine with organisation and administrative activity and unpredictable with client activity, particularly crisis work.

Lack of time (or opportunity) where it appears as a trend is also associated with administrative activity; specialist and developmental activities are also linked. It is interesting that planning ahead is linked, too, with lack of opportunity. Time consuming is another time trend which appears; it is linked variously with routine activities and crisis intervention.

The other trend under this orientation discriminates between the short term (or one-off) and the long term. The activities linked to the long term trends tend to be similar to those linked to client centred trends: counselling, interviewing, listening. Activities linked to the short term or one-off trends are more various: office interviews, visits to Day Centres, duty visits and taking applications.

## Social Work/Professional Orientation

It has already been noted that the elements linked to a social work or professional orientation suggest that it is generally associated with client centred activity.

"Social Work" is most commonly contrasted with administrative activity, further evidence of the most common pattern of discrimination.

Although not a particularly strong trend (it appears in nine of the grids), it features in all groups except team leaders.

## Other Orientations

Internal/External This trend appears in only six on the grids, and no senior social workers show it. The linked activities suggest that the trend commonly discriminates between in-office activity, and client related activity. There is little evidence of a focus on the Department's wider environment.

Liked/Disliked Only four workers have this orientation. For two senior social workers and a social work assistant, the linked activities suggest that client activities are liked and administrative activities are disliked. The exception (a third senior social worker) links duty and influencing society to the "liked" pole, and dealing with at risk situations and hospital visits to the "disliked" pole.

Resources     Resources appear as a trend in only two grids (both senior social workers) one distinguishes between developing a resource and using a resource.     The other focuses on knowledge of resources.

## CHAPTER 8

### THE STRUCTURED INTERVIEW

The structured interview, based on the questionnaire contained at Appendix 5, gave an opportunity to explore in more detail some of the issues arising from the Repertory Grid analysis and some of the organisational and other factors which affect social workers in their jobs.

An analysis of the responses to each question is given below. The responses of the five career level groups are compared and contrasted and correlated, where appropriate, with the Repertory Grid analysis.

The actual questions asked are used for the sub headings

#### Question 1

What do you think are the main objectives of your job?

32 of the total sample of 40 identified more than one objective. The objectives were varied. They are grouped below, under general headings, with the number of times each response was given.

#### To provide a service to individuals

- |   |   |
|---|---|
| * to provide a service to meet individual needs | 6 |
| * to relieve individual suffering/distress      | 5 |
| * to help/support people                        | 5 |
| * to improve the client's quality of life       | 4 |

* to be available/accessible to the client	3
* to keep clients/children out of care/custody	3
* to prevent the need for statutory involvement	2
* to advise clients	2
* to protect people who are inadequate	1
* to rehabilitate people	1
* to support in bereavement or serious illness	1
* to act as advocate for the client	1
* to provide an interpretation service to clients	1
* to place teenagers with community families	1
* to provide for children who cannot live in their own homes	1
	<hr/> 37 <hr/>

#### To promote self-help

* to promote self-help	8
* to enable people to cope with their problems/distress	3
* to help people to create change	3
* to help clients to understand their needs/problems	1
* to identify aims with clients and to help them achieve them	1
	<hr/> 16 <hr/>

#### To develop/allocate resources

* to develop/improve resources	7
* to allocate resources according to need	2
* to determine priorities for resource allocation	1
* to develop services	1
* to ensure there are good day care facilities	1
* to recruit and support foster parents	1
	<hr/> 13 <hr/>

To plan/provide a Social Work service

* to provide an effective S.W. service in an Area/community	3
* to provide a caring S.W. service	2
* to plan the provision of services	1
* to contribute to future planning	1
	<hr/> 7

To contribute to macro social policy

* to perform society's imposed role of protection	2
* to influence government's social policies	1
* to create a social awareness of deprivation	1
* to make politicians aware of inadequacies	1
	<hr/> 5

To identify/assess the problems

* to understand the problems/how they have arisen	2
* to identify/assess the clients' problems objectively	2
* to assess needs	1
	<hr/> 5

To liaise/coordinate

* to liaise	2
* to coordinate the services of various agencies	1
	<hr/> 3

To implement statutory controls

* to exercise statutory controls in a caring way	1
* to ensure statutory controls are adhered to	1
	<hr/> 1

To supervise/enable colleagues

* to ensure the staff I supervise provide a good service	1
* to enable social workers to meet the objective	1
	<hr/> 2



To gain financial reward

\* to gain financial reward

1  
—  
1  
—

Table 3 gives a breakdown of the grouped responses by social worker levels.

The following abbreviations are used in all the tables:

S.W. - social worker

S.S.W. - senior social worker

S.S.W.P. - senior social work practitioner

T.L. - team leader

S.W.A. - social work assistant

MAIN OBJECTIVES	SW	SSW	SSWP	TL	SWA	TOTAL
To provide a service to individuals	7	19	4		7	37
To promote self-help	8	7			1	16
To develop/allocate resources	2	7	3		1	13
To plan/provide a local SW service		4		3		7
To contribute to macro social policy	1	4				5
To identify/assess the problems	2	3				5
To liaise/coordinate		2			1	3
To implement statutory controls		1	1			2
To supervise/enable colleagues		1		1		2
To gain financial reward	1					1
Table 3						91

A significantly high percentage (40.65%) of the objectives identified come under the heading of providing a service to individuals.

Promoting self-help (17.58%) and the development/allocation of resources (14.28%) come next in the table of grouped responses. It

can be seen from the total responses that social workers perceive a wide ranging variety of objectives in their jobs.

Both team leaders cite objectives which are associated with the planning/provision of local social work service. But none of the workers with a supervisory or managerial role identify objectives associated with macro social policy. Only 5 responses in total relate to macro policy.

The strong client orientation which was evident in the grid analysis of most groups is reflected in the identification of objectives. The only client focus evident in the team leaders' objectives is, again, an indirect one incorporated in the provision of local services. One of County B's supervising senior social workers also gives this as a sole objective. The other senior social worker of County B gives staff supervision and resource allocation as the main objectives of his job. These responses are also supportive of the different perceptions found in the grid analysis of workers with supervisory or management roles.

The notable focus on development and allocation of resources, found amongst all groups except team leaders, in the identification of work objectives is, however, not supported by the Repertory Grid findings.

One social worker identified financial gain as a main objective of his job. This was confirmed to be a genuine response.

## Question 2

What is the most difficult activity you undertake in your job?

Six respondents gave more than one activity as "most difficult".

Responses were again varied but here, too, they can be grouped under general headings.

### Direct client activities

* investigation of child abuse reports	5
* removing a child/person from home	5
* depriving someone of liberty	2
* dealing with disturbed/offending teenagers	2
* dealing with anger	2
* sustaining fostering placements	1
* assuming the policing role	1
* doing generic duty (since specialisation)	1
* saying "no" to the client	1
	<hr/> 20 <hr/>

### Working without resources

* working without resources/explaining lack of resources	<hr/> 9 <hr/>
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### Coping with administration/organisation

* getting through red tape/bureaucracy	3
* maintaining records	2
* trying to change the department's inflexibility	1
* trying to reconcile autonomy with having a "boss"	1
	<hr/> 7 <hr/>

### Other Agency involvements

* getting cooperation from other agencies	<hr/> 3 <hr/>
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### Assessments

* making accurate assessments/judgements	3
--	---

### Coping with demands of volume/extent

* trying to assimilate all the aspects of generic social work	1
* trying to hold all the aspects of the job together	1
* being on call at all hours	1
	3

### Supervision activities

* getting social workers to say "no" to clients	1
* persuading hard pressed social workers to re-priorise	1
	2

### Colleague interaction

* getting social workers to use me and my specialism	1
--	---

The "most difficult activities", as grouped, are broken down by career level in table 4.

MOST DIFFICULT ACTIVITY	SW	SSW	SSWP	TL	SWA	TOTAL
Direct client activities	5	13	2			20
Working without resources	5	2			2	9
Coping with the administration/ organisation	4	2			1	7
Other agency involvements		2		1		3
Assessments		1			2	3
Coping with demands of volume/extent	1	1	1			3
Supervision activities		1		1		2
Colleague interaction			1			1
						48

Table 4

The high focus on clients, which was evident in the grid analysis, shows itself again in the responses of social workers, senior social workers and senior social work practitioners to this question. 41.7% of all the activities cited as most difficult are direct client activities.

Team leaders, however, do not see direct client activities as most difficult. Their most difficult activities are gaining co-operation from other agencies and persuading social workers to re-priorise their work. The activities which the supervising senior social workers of County B class as the most difficult are getting social workers to say "no" to clients, and assimilating all the aspects of generic social work. Again, there is no direct client involvement in the activities cited by these workers. This correlates with the grid findings.

It is, perhaps, more significant to note that none of the social work assistants surveyed class client activity as the most difficult. Their difficult tasks are working without resources, maintaining records and making accurate assessments. It would be fair to point out, however, that "resource" activity may have implicit client involvement.

Working without resources, or explaining lack of resources, is cited more often than any other single activity as the most difficult. This recurring focus on resources was not a feature of the grid findings.

### Question 3

Is there anything that makes it difficult for you to perform your job?

Two of the respondents answered "no" to this question - a specialist social worker for the deaf and a senior social worker working in a specialist elderly handicapped services team. Twenty six gave more than one factor that made their job difficult.

Again, the responses are grouped under headings

#### Resource difficulties

* lack of resources/limited resources	19
* problems of access to resources	5
* power of departmental bus drivers over resource	1
	<hr/> 25 <hr/>

#### Admin./Organisational factors

* demands of administration/meetings	6
* inadequate administrative support	4
* bureaucracy/red tape	2
* physical working conditions	1
* based too far from patch	1
	<hr/> 14 <hr/>

#### Demands of Volume/extent

* lack of time/time constraints	6
* too much to do	2
* scope of job too broad	1
* emphasis on quantity, not quality	1
* fatigue	1
	<hr/> 11 <hr/>

<u>Working relationship factors</u>	
* poor inter-agency/inter-section relationships	4
* lack of departmental support/backing	2
	<hr/> 6 <hr/>
<u>Communication factors</u>	
* poor lines of communication	3
* non-communication of policies to other agencies	1
	<hr/> 4 <hr/>
<u>Crisis nature of work</u>	
* having to work at crisis level	2
* everything "blowing up" at once	1
	<hr/> 3 <hr/>
<u>Personal factors</u>	
* my lack of expertise/skills	2
* uncertainty about my future with the department	1
	<hr/> 3 <hr/>
<u>Other agency provision</u>	
* inability to influence other agency provision	2
	<hr/>
<u>Legal requirements</u>	
* increasing legal requirements	2
	<hr/>
<u>Ethical boundaries</u>	
* ethical boundaries (e.g. confidentiality)	1
	<hr/>

Table 5 gives a comparative breakdown of those factors which make it difficult to perform the job.

MAKES IT DIFFICULT TO PERFORM THE JOB	SW	SSW	SSWP	TL	SWA	TOTAL
Resource difficulties	9	11	2	1	2	25
Admin/Organisational factors	3	9		1	1	14
Demands of volume/extent	3	6		1	1	11
Working relationship factors	1	2	2		1	6
Communication factors		3			1	4
Crisis nature of work	1	2				3
Personal factors	2	1				3
Other agency provision	1	1				2
Legal requirements			2			2
Ethical boundaries					1	1
Table 5						71

Lack of resources or limited resources, is quoted most often, by far, as the factor that makes it difficult to perform the job. It is identified by all groups and constitutes 35% of all responses.

Again, it is interesting that resources do not feature significantly in the principal component analysis of the repertory grid interviews. They appear only in the grids of one Senior Social Work Practitioner and two senior social workers.

Administrative and organisational factors are also commonly identified as factors which make it difficult to perform the job. Volume and extent of the job is also frequently cited, mainly in terms of lack of time. Resource difficulties, administrative and organisational factors, and volume demands together constitute 70.4% of all responses. The factors cited by team leaders as making their job difficult are all within this group.



In the Repertory Grid analysis, the five trends which **focus on** time limitations are commonly associated with administrative activity or specialist developmental activity. The question must be asked whether Rosemary Stewart's view (1967), that "too little time" is the most respectable reason (but rarely a sufficient one) for neglecting some aspects of one's job, is supported here. Stewart also suggests that trainers should take account of the fact that in jobs that are highly fragmented, there is a temptation to make current problems a perpetual excuse for postponing consideration of the long term ones. This could explain the linking of developmental activity, as well as administration, to time limitations. Certainly, the grid analysis indicates a significant tendency to contrast administration with direct client activity and a visible trend for crisis and emergency response activity (i.e. fragmented activity) to be associated with client work.

The heavy emphasis on resource and organisational factors in terms of what makes the job difficult suggests, too, that the theories of street level bureaucracy may have some relevance to the study of social work. Described as someone who performs his job in a rather complex and uncertain work environment, and who can have a major impact on clients, the "street level bureaucrat", according to Lipsky and others (see p.63 ) has an environment which is marked by, amongst other things, a lack of adequate resources.

#### Question 4

Is there anything that makes it easier for you to perform your job?

All the respondents answered "Yes" to this question. 27 identified more than one factor. Many of the factors identified are to do with relationships in general but an attempt is made below to group them for ease of comparison

##### Team/colleague support

* good team support/team spirit	13
* ability to share with colleagues	4
* good atmosphere in the office	3
* having access to specialist colleagues	2
	—
	22
	—

##### Liaison/interagency relationships

* relationships with other agencies/section	7
* good liaison/contact networks	4
* goodwill of others, particularly other agency staff	2
* good voluntary sector back up	1
	—
	14
	—

##### Organisational/management factors

* autonomy/delegated decision making	5
* a good manager/supervisor	4
* good admin/secretarial support	3
* good organisational structure	1
* stability in social work practice/systems	1
	—
	14
	—

<u>Personal attributes/traits</u>	
* I enjoy the job	3
* having an understanding family	1
* having a varied life experience	1
* having old fashioned values	1
* having the ability to empathise	1
* having the ability to be constructive	1
	—
	8
	—
<u>Practical/environmental factors</u>	
* having a car	4
* knowledge of area	1
	—
	5
	—
<u>Client relationships</u>	
	—
* good relationships with clients	3
	—
<u>Resources</u>	
	—
* having adequate resources	2
	—
<u>Job rewards/attractions</u>	
* variety	1
* an occasional success	1
	—
	2
	—
<u>Training/development</u>	
	—
* good training/development opportunities	1
	—

The comparative analysis of these responses are set out in table 6.

MAKES IT EASIER TO PERFORM THE JOB	SW	SSW	SSWP	TL	SWA	TOTAL
Team/colleague support	9	9	1	1	2	22
Liaison/interagency relationships	1	9	1		3	14
Organisational/management factors	2	10	1	1		14
Personal attributes/traits	3	4	1			8
Practical/environmental factors		5				5
Client relationships		2	1			3
Resources		2				2
Job rewards/attractions	1	1				2
Training/development	1					1
Table 6						71

It is interesting that exactly the same number of "facilitating" factors are identified as the number of factors which make it difficult to perform the job. But there is not a total pattern of correlation. For example, although lack of resources is identified by 25 of the sample as making the job difficult, only two senior social workers point to the existence of adequate resources as making the job easier. There is a stronger correlation between organisational factors given in response to the two questions. 14 point to organisational factors which make the job difficult and 14 point to organisational or managerial factors which make it easier. Senior social workers particularly tend to focus on these factors. The five who quote autonomy or delegated decision making as an organisational factor which makes the job easier are in the higher graded groups: three senior social workers (all in County A), one senior social work practitioner

and one team leader.

By far the most often cited facilitating factor is team/colleague support. It constitutes 30.98% of all responses and features particularly high amongst the responses of the social worker group. Organisational models of social services departments are traditionally, and commonly, based on the concept of social work teams. The responses would suggest that social workers need, or have been encultured to expect, regular support from team colleagues. But it is important to note that there is little evidence in the principal component analysis of the Repertory Grid interviews to suggest a strong team or colleague orientation in the perceptions of any of the groups. Perhaps, too, it should be noted that the structure of County A's social work teams was threatened by impending re-organisation at the time of the study.

Managers of social work departments may, however, need to consider the value attached by social workers to the concept of teams when they are faced with new service demands. The "team" culture may not, for example, fit comfortably with the increasing requirement for personal decision making and accountability amongst practitioners both in law (approved social workers under the Mental Health Act 1983 are an example) and by public demand (as voiced through the media and responded to by way of numerous public enquiries). It should, perhaps, also be noted that although the team features high as a facilitating factor there is little evidence of an association between client activity or service planning and teams.

Good relationships with clients are only cited by three workers as a factor which makes the job easier. There is a low client focus in the response to this question generally.

Only one respondent, a social worker, suggests that good training and development opportunities can make it easier to perform the job.

### Question 5

#### What do you like most about your job?

27 respondents gave more than one answer to this question.

The two most quoted single factors were "the people" (or clients) and "the variety". But the factors associated with personal challenge and autonomous working figure most significantly when they are grouped together.

The sub-headed groups of factors are set out below

<u>Personal challenge/autonomy</u>	
* challenge	8
* autonomy/freedom/independence	6
* risk	1
* crisis	1
* being on the front line	1
* personal responsibility	1
	<hr/>
	18
	<hr/>
<u>Results/rewards (micro)</u>	
* success/seeing improvement	9
* being able to help others	4

* seeing children happier	2
* it's self-rewarding	1
* having peoples' trust	1
	—
	17
	—
<u>The people (clients)</u>	
* the people/clients	15
	—
<u>Variety</u>	
* the variety of the work	12
	—
<u>The managerial/development role</u>	
* managerial responsibility with client contact	1
* the ability to be developmental	1
* the supervisory task	1
* training/developing others	1
	—
	4
	—
<u>Working Arrangements/atmosphere</u>	
* working with a team	1
* good working atmosphere	1
* a happy office	1
	—
	3
	—
<u>Results/rewards (macro)</u>	
* making a contribution to society	1
* improving my understanding of society	1
	—
	2
	—
<u>Community Work</u>	
* doing community work	1
	—

### Negotiating

\* negotiating with other agencies

—  
1  
—

Table 7 shows the comparative analysis by social worker career level.

LIKED MOST ABOUT MY JOB	SW	SSW	SSWP	TL	SWA	TOTAL
Personal challenge/autonomy	6	8		2	2	18
Results/rewards (micro)	3	9	3		2	17
The people (clients)	2	10	1		2	15
Variety	6	5			1	12
The Managerial/developmental role		3		1		4
Working arrangements/atmosphere		3				3
Results/rewards (macro)		1			1	2
Community work	1					1
Negotiating		1				1
						73

Table 7

Although team and colleague support figured very high amongst the factors which were said to make the job easier, it would seem that the things which social workers most like about their jobs are the personal challenge, the risk taking and the autonomy that they offer. These factors feature amongst all groups except the specialist senior social work practitioners. Both team leaders identify autonomy as the most liked feature of the job.

The results or rewards are also well liked, particularly by senior social workers. The variety of the work, too, is a



popular feature - though not for the team leaders or the senior social work practitioners.

There is a particular tendency for senior social workers to focus on the people (or clients) as the feature most liked about the job. Two of the four social work assistants also point to people (or clients) as the most liked aspect of the job. Clients do not, however, feature high as a most liked feature amongst social workers and not at all amongst team leaders. Results and rewards, which are another major attraction of the job, tend also to be client related. Overall the high client focus found in the grid analysis can be seen to be evident again in these responses.

Only one senior social worker from County A has stated a liking for the developmental role of the job. The others who stated a liking for managerial or developmental aspects of the work are a supervising senior social worker and a team leader from County B.

#### Question 6

What do you dislike most about your job?

Many of the things that social workers dislike most about their jobs are to do with lack of resources, administrative volume and organisational constraints - factors very similar to those said to make the job more difficult. Some of the affects of the job on "self" are also widely disliked. One S.S.W. has no dislikes.

19 of those questioned gave more than one answer. They are all grouped under more general sub-headings.

### Resource problems

- |   |    |
|---|----|
| * lack of resources/can't meet assessed needs             | 10 |
| * lack of other agency co-operation in resource provision | 2  |
| * insufficient manpower                                   | 1  |

---

13

---

### Effects of Job on "self"

- |  |   |
|--|---|
| * encroachment on private life/excessive hours | 4 |
| * personal anxieties/emotional pressures       | 4 |
| * coping with failure/lack of success          | 4 |
| * scope of job too wide to cope                | 1 |

---

13

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### Administrative volume

- |  |    |
|--|----|
| * admin. requirements/volume of written work | 10 |
| * having to spend too long on office work    | 1  |
| * lack of secretarial support                | 1  |

---

12

---

### Organisational Constraints

- |   |   |
|---|---|
| * bureaucracy/red tape/organisational constraints | 8 |
| * poor working conditions                         | 1 |
| * too much political involvement                  | 1 |
| * being too far from "the patch"                  | 1 |

---

11

---

### Policy and Planning factors

- |  |   |
|--|---|
| * lack of influence on policy                  | 4 |
| * lack of long term planning/investment        | 2 |
| * low priority of elderly/handicapped services | 1 |
| * insufficient emphasis on preventative work   | 1 |

---

8

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#### Management issues

* poor management/lack of direction	3
* lack of information	1
* lack of personal accountability	1
	—
	5
	—

#### Clients

* some clients	3
* being used by clients	1
	—
	4
	—

#### Specific Activities

* being autocratic/authoritarian	2
* matrimonial supervision orders	1
* generic office duty	1
	—
	4
	—

#### Lack of professional credibility

* lack of professional credibility	2
* public ostrecisation of social work	1
	—
	3
	—

In table 8 it can be seen how the dislikes of the job compare between the various groups :

DISLIKED MOST ABOUT THE JOB	SW	SSW	SSWP	TL	SWA	TOTAL
Resource problems	2	8	1		2	13
Effects of Job on "self"	4	5	3		1	13
Administrative volume	2	8		1	1	12
Organisational constraints	3	8				11
Policy/planning factors	1	6			1	8
Management issues		5				5
Clients	1	3				4
Specific activities		3		1		4
Lack of professional credibility	1	2				3
Table 8						73

Resource problems recur as a factor disliked by all groups except team leaders.

All three of the senior social work practitioners studied show a dislike for the effects the job has on themselves. Two of these workers have specialist roles in the fostering of "hard to place" youngsters. They are accessible to foster parents, in emergencies, around the clock. The effects of the job on "self" is featured as a most disliked aspect of the job by all groups except, again, team leaders.

Administrative volume is also commonly disliked though it is not cited by senior social work practitioners. It is worth noting, perhaps, that these specialists have an allocation of one half-time clerk/typist for every two workers. This is a relatively

higher ratio of administrative support than is allocated to other social work staff in the sample population.

Organisational constraints, policy planning factors and management issues are also commonly cited as disliked, particularly by senior social workers and by social workers. Three senior social workers point to poor management or lack of direction specifically as a dislike.

65.75% of the dislikes about the job were identified by senior social workers. This group constitutes 52.5% of the total sample.

#### Question 7

Are there any activities that you perform which you feel are inappropriate?

Only four answered "No" to this question - two were generic social workers; one a social work assistant in mental health, and one a specialist social worker for the deaf. 14 gave more than one activity which they considered inappropriate to their job.

Routine administration is most commonly pointed to as inappropriate activity.

#### Administration

* too much routine admin/filing	11
* message taking for others	5
	—
	16
	—

### Client errands/services

* transporting clients	8
* shopping/household chores for clients	3
* dealing with clients' finances	1
* discharging clients from "short-stays"	1
* visiting clients to "chat"	1
* organising community links for clients	1
	<hr/>
	15
	<hr/>

### Specialist Activities

* advising callers on matters outside my specialism	4
* personnel matters for project workers	1
* Court reports on early offenders	1
* Guardian ad litem work	1
	<hr/>
	7
	<hr/>

### Assessments

* technical/medical assessment of handicap	3
* determining the response to some situations	1
* assessment of foster parents	1
* assessing for unavailable services	1
* assessing for meals on wheels	1
	<hr/>
	7
	<hr/>

### Other Agency responsibilities

* taking on other agency rejections	3
* dealing with other agency enquiries	2
* trying to make an archaic education system work	1
	<hr/>
	6
	<hr/>

Inappropriate referrals/responses

* providing inappropriate services	2
* taking inappropriate referrals	1
* manipulating criteria to provide a service	1
	—
	4
	—

Transport/delivery activities

* furniture transportation	2
* delivering Christmas parcels	1
* delivering aids	1
	—
	4
	—

Rubber stamping

* attending meetings to "rubber stamp" decisions	1
	—

Trouble shooting

* acting as trouble shooter in some situations	1
	—

A summary analysis of inappropriate activity is contained in  
Table 9

INAPPROPRIATE ACTIVITIES	SW	SSW	SSWP	TL	SWA	TOTAL
Administration	3	8	1	3	1	16
Client errands/services	4	10			1	15
Specialist activities		6	1			7
Assessments		4			3	7
Other agency responsibilities	2	4				6
Inappropriate referrals/responses	1	2	1			4
Transport/delivery activities	1	3				4
Rubber stamping		1				1
Trouble shooting			1			1
Table 9						61

All groups share a belief that their involvement in routine administration is inappropriate.

Inappropriate client services also feature high. They are identified by social workers, senior social workers and one social work assistant. The social work assistant is the one who identifies visiting to "chat" as the inappropriate activity. The client related activities identified by all three groups as inappropriate tend to be routine and unskilled.

Six of the senior social workers and one social work practitioner consider certain specialist activities to be inappropriate to their role. It is the senior social work practitioner who sees it inappropriate to advise clients on matters outside her specialism.



These workers have a more narrowly specialist role than others in the sample.

Two of the three social work assistants who answered "yes" to the question identified activities associated with assessment as being inappropriate to their role. One in particular feels it inappropriate to be determining the response to some situations. This might suggest that some social work assistants (who are not generally professionally qualified) feel vulnerable about the expectations placed upon them.

Team Leaders point only to administration as activity inappropriately undertaken by them.

Other agency responsibilities and inappropriate referrals are identified by social workers and senior social workers in their responses but they do not feature significantly as inappropriate activity.

The senior social worker who considers inappropriate his attendance at meetings to "rubber stamp" the decisions of others who have control over resources, works in a specialist child care team.

#### Question 8

Are there any activities which you do not perform which which you feel you should?

36 said "yes". The four who said "no" are a team leader,

a senior social worker in mental health, a social work assistant in mental health, and a social work assistant in services for the elderly and handicapped. 15 gave more than one activity which they do not perform but which they feel they ought to.

Again the responses have been grouped for the purpose of comparison:

<u>Group work/self help groups</u>	
* organising self-help groups/group work	12
<u>Improving liaison/contact</u>	
* improving inter-agency liaison/co-operation	8
* keeping in regular contact with Handicap centres	1
* being more involved in schools	1
	10
<u>Improving Social Work practice/image</u>	
* giving more advice/training to colleagues	2
* publicising the role of social work	2
* being more involved in social work teaching	1
* critically examining social work practice	1
* keeping up to date with other specialisms	1
	7
<u>Community work</u>	
* community work/creating community links	5

### Therapy/rehabilitation

* family therapy/family counselling	3
* more therapy work with children	1
* more rehabilitation work	1
	—
	5
	—

### Influencing policy/management

* fighting politically for our client group	2
* feeding back to management	1
* gaining greater influence in department	1
	—
	4
	—

### Monitoring/controlling

* being involved in reviews of clients in homes for the elderly	1
* being involved in admissions to private homes	1
* reviews of certain clients	1
* getting control over resources in Area	1
	—
	4
	—

### Administration

* keeping on top of administration	2
* more preparation for meetings	1
	—
	3
	—

### Preventative work

* more preventative work	3
	—

### On-going support

* offering more on-going support	1
* spending more time with foster parents	1
	—
	2
	—

Crisis intervention

- \* dealing with crises as they happen

—  
1  
—

Developing resources

- \* developing resources for deaf school leavers

—  
1  
—

Saying "no"

- \* saying "no" more often to clients

—  
1  
—

The grouped responses of all the social work career levels are compared in Table 10.

ACTIVITIES I SHOULD PERFORM WHICH I DO NOT	SW	SSW	SSWP	TL	SWA	TOTAL
Group work/self-help groups	5	5	1		1	12
Improving liaison/contact	2	8				10
Improving Social Work practice/image	1	5			1	7
Community work	2	3				5
Therapy/rehabilitation	1	3	1			5
Influencing policy/management		3	1			4
Monitoring/controlling		3		1		4
Administration		2		1		3
Preventative work		3				3
On-going support	1	1				2
Crisis intervention		1				1
Developing resources	1					1
Saying "no"		1				1

Table 10

58

Group work is commonly cited, except by team leaders, as work which should be done which is not. This, arguably, is work which requires planning and organisation. Many of the other activities identified as neglected may also require a planned approach, for example, improving liaison, community work and therapy. Given the earlier high focus on resources, it is interesting that only one social worker points to the development of resources as a neglected activity.

Others pointed to as neglected activities require time for reflection and evaluation, activities like improving social work practice and monitoring situations.

These findings suggest, perhaps, that social workers in all groups tend to spend most of their time working re-actively, leaving undone that work which requires an investment of preparation, planning or reflection time. Further support for a "fragmented" description of the job.

Rosemary Stewart (1967) would lead us to ask social workers whether they really want to change this pattern of work. She and others (for example Mintzberg 1973) concluded in their study of managers that they tended to gravitate towards the more active or crisis orientated aspects of their work instead of developing a capacity to plan (see Chapter 4).

Team leaders point to administrative and monitoring activities as those which are neglected.

## Question 9

Are there any activities you perform which require particular skills or abilities?

One senior social worker (elderly and handicapped services team) answered "no". All but three of the remaining 39 gave more than one activity or required ability. There was a wide variety of response to this question.

The responses are in three categories :

- (i) Work types which require particular skills or abilities
- (ii) Individual activities which require particular skills or abilities
- (iii) General abilities/personality traits required to do the job

Responses are grouped below under the three response categories and sub headed where appropriate

### (i) Work types which require particular skills or abilities

#### Work with Children and Families

* working with children/preparing children for placement	6
* non Accidental Injury (Child Abuse)	4
* court work (child care)	4
* fostering/adoption	2
* Intermediate Treatment (young offenders)	2
* working with step-families	1
	—
	19
	—

#### General/Generic Work

* group work	4
* Inter-agency working	4

\* community work 3

\* duty 1

—  
12  
—

Technical Work

\* technical work (e.g. braille, sign language)

—  
2  
—

Mental Health Work

\* working as an Approved Social Worker

—  
1  
—

Table 11 shows how work types have been identified as requiring particular skills or abilities, by each social worker level:

WORK TYPES REQUIRING PARTICULAR SKILLS/ABILITIES	SW	SSW	SSWP	TL	SWA	TOTAL
Work with children and families	8	8	3			19
General/generic work	1	11				12
Technical work	1	1				2
Mental health work		1				1
						34

Table 11

(ii) Individual activities which require particular skills or abilities

Organisational/Managerial activity

\* supervising staff/students 6

\* writing (minutes/reports/recording) 4

\* Management 3

\* organising 3

\* driving 2

\* participation in meetings 2

* chairing meetings	1
* planning	1
* information gathering	1
* representing the Department	1
* team building	1
	<hr/>
	25
	<hr/>

#### Counselling/Interviewing

* counselling	11
* interviewing	5
* listening	4
	<hr/>
	20
	<hr/>

#### Assessment/Decision Making

* assessment	14
* decision making	2
* problem identification	2
* determining priorities	1
	<hr/>
	19
	<hr/>

#### Negotiation/Liaison

* negotiaiton	3
* liaison	3
* advocacy	2
* communication	1
* presenting a case to others	1
* arguing for resources	1
	<hr/>
	11
	<hr/>



Intervention/change agent activity

* creating change/changing attitudes	4
* helping clients to cope with loss/grief	3
* handling clients' domestic/financial affairs	2
* improving feelings of self-worth	1
* creating understanding	1
	—
	11
	—

Dealing with conflict

* coping with anger	1
* handling awkward clients	1
* saying "no" to clients	1
	—
	3
	—

The break-down of grouped activities by social worker level, is contained in Table 12.

ACTIVITIES REQUIRING PARTICULAR SKILLS/ABILITIES	SW	SSW	SSWP	TL	SWA	TOTAL
Organisational/managerial activities	4	12	2	4	3	25
Counselling/interviewing	3	11		1	5	20
Assessment/decision making	4	12	1	1	1	19
Negotiation/liaison	2	9				11
Intervention/change agent activities	4	5			2	11
Dealing with conflict	1	2				3
Table 12						89

(iii) General Abilities/personality traits required to do the job

These are so varied that they have not been grouped under sub-headings. All the required abilities/traits that have been identified by each social worker level are shown in Table 13.

GENERAL ABILITIES/TRAITS REQUIRED	SW	SSW	SSWP	TL	SWA	TOTAL
Ability to stay emotionally detached	1	1			1	3
Ability to accept people as they are		2				2
Ability to engender trust		2				2
Unlimited patience		1				1
Being sympathetic					1	1
Being self-aware	1					1
Ability to work under pressure	1					1
Ability to recognise one's own limitations					1	1
Common sense		1				1
Ability to be honest with clients		1				1
Nursing skills		1				1
Table 13						15

The work types which are identified as requiring particular skills and abilities are predominantly child care. General or generic types of work are also frequently quoted. None of those interviewed mention services for the elderly specifically as an area of work requiring particular skills.

None of the team leaders or social work assistants surveyed point to work types which need particular abilities.

The most quoted individual activity thought to require particular skills and abilities is assessment (cited 14 times). Counselling comes a close second (11 times cited). Arguably, some of the activities grouped under the sub-heading "Intervention/change agent activities" could also be regarded as counselling. Senior social work practitioners are the only group who do not point to any counselling/interview type activities as requiring particular skills. They point only to organisational/managerial activities or assessment/decision making.

Organisational/managerial activities are the largest group of activities thought to require particular skills or abilities. They are identified by all social work career groups. It is, perhaps, not surprising that the two team leaders of County B point particularly to organisational and managerial activities as requiring particular skills. So, too, do their supervisory senior social worker colleagues.

Assessment and decision making are also identified by all social work groups as activities requiring particular abilities.

Negotiation/liaison and dealing with conflict are mentioned only by social workers and senior social workers.

Social workers, senior social workers and social work assistants

identify general abilities and traits which they consider necessary to do the job

There is some relationship between the responses to these questions and the skills identified by Henkel (1985) as being required in social work (see p.45 ). They emerge mainly in the group of activities identified as needing particular skills and abilities (decision making; negotiation and communicating). It is interesting to compare Henkel's skill description "tolerance of, and the capacity to hold, some overwhelming and violent feelings" with a general ability requirement identified in this Study by three workers "the ability to stay emotionally detached." Some may argue that the abilities are similar, others may see a contradiction in these terms.

#### Question 10

Are there any activities you perform which you feel you have not had sufficient training for?

Three answered "no" to this question: a generic social worker, a specialist social worker for the deaf and a senior social work practitioner (child care). Of the other 37, eight identified more than one activity or type of work for which they feel insufficiently trained. The eight all belong to specialist teams for the elderly.

The largest group of activities for which social workers feel they need more training come under the heading general or generic social work. Child Care work also features high as does general management activity.

### General/generic social work

* group work	4
* doing generic duty (since becoming specialist)	4
* working with bereavement/loss	1
* welfare rights	1
* family therapy	1
* interviewing	1
* assessing people	1
	<hr/>
	13
	<hr/>

### Child Care

* child abuse	3
* court work (child care)	2
* working with teenage offenders	1
* adoption work	1
* counselling on access to birth records	1
* playing with young children	1
	<hr/>
	9
	<hr/>

### General Management

* management	2
* public speaking	2
* priority setting	1
* chairing meetings	1
* communication	1
* negotiating for resources	1
* autonomous decision making	1
	<hr/>
	9
	<hr/>

<u>Mental Illness</u>	
* working with mental illness	3
* working with psychogeriatrics	3
	—
	6
	—
<u>Elderly Services</u>	
* working with the elderly	—
	3
	—
<u>Technical</u>	
* braille	1
* installing aids	1
* assessing for aids	1
	—
	3
	—
<u>Handicapped Services</u>	
* working with the handicapped	—
	2
	—
<u>Medical Co-working</u>	
* working with the medical profession	—
	1
	—

Again, a comparative analysis of the grouped responses, by social worker level, is given in Table 14.

ACTIVITIES NOT SUFFICIENTLY TRAINED FOR	SW	SSW	SSWP	TL	SWA	TOTAL
General/generic social work	2	8			3	13
Child care	3	5	1			9
General management		5	1	2	1	9
Mental illness		5			1	6
Elderly services		3				3
Technical	2				1	3
Handicapped services	1	1				2
Medical co-working		1				1
Table 14						46

Team leaders identify management as the activity for which they are insufficiently trained. For one, the problem, particularly, is having to supervise and oversee the work of people who have greater knowledge - this is seen as a result of increasing legislation for example, in the field of mental health. The other just points to a lack of general management training or direction to recommended reading.

The two senior social workers of County B who have supervisory roles point to the chairing of meetings and to adoption work as the activities for which they feel insufficiently trained.

All those who identify child care work as work for which they are insufficiently trained are either members of County A's specialist child care teams or generic workers of County B.

Five of the six who feel insufficiently trained for work with mental illness are in specialist elderly services teams. The sixth is a child care senior social worker. It is worth noting here that work with psychogeriatrics is often encompassed within services for the elderly.

There appears to be a trend for social workers employed in specialist roles, or specialist teams, to express their training needs in terms of those specialisms.

Some of the respondents made more general statements about training and these are shown in Table 15 below

TRAINING COMMENTS	SW	SSW	SSWP	TL	SWA	TOTAL
A lot is learned on the job	3	1			1	5
I've had no real training for much/ most/all of it	1	3			1	5
There will never be enough /we'll always want more	1	2	1			4
There's not enough departmental training	1	3				4
There's a need for refresher courses	1	1				2
There should be an induction course		1				1
I would like to know how management works		1				1
Table 15						22



It should be noted that the three senior social workers and the social work assistant who said that they had had no real training for most, or all, of it had not undertaken a social work qualification course.

Some of the respondents who had successfully undertaken the Certificate of Qualification in Social Work (CQSW) Course commented on it as follows :

- |  |                             |
|--|-----------------------------|
| "The CQSW Course does not equip us for social work"  | (SSW - Children & Families) |
| "CQSW is only basic training which should lead on to other training"   | (SSW - Children & Families) |
| "CQSW does not include training in counselling"  | (SSW - Children & Families) |
| "The CQSW is either not long enough or needs follow up. Also, the 'if you do this and that, you can't do the other' nature of the course leaves us ill equipped."                      | (SSW - Elderly/Handicapped) |
| "I don't think my CQSW trained me for a lot that I do. I'm barely adequately trained in some things. I've picked up the rest on the job with the help of a little in-County training." | (SSW - Generic)             |
| "CQSW doesn't equip us for day-to-day activity as distinct from theory"  | (SSW - Blind)               |

#### Question 11

What is the most stressful aspect of your job?

One senior social worker (elderly/handicapped services) said "I can't think of anything". Of the other 39, eleven cited more than one stressful aspect of the job.

The responses have been grouped under three headings :  
organisational/agency stresses; general volume/demand stresses; and direct client related stresses.

They are shown in Tables 16, 17 and 18 to allow career level comparisons.

ORGANISATIONAL/AGENCY STRESSES	SW	SSW	SSWP	TL	SWA	TOTAL
Lack of resources	1	4				5
Lack of agency attention paid to the client group		1				1
Agency regulations that prevent meeting need		1				1
Up to date recording being management's measure of effectiveness		1				1
Working in an open plan office		1				1
Bad weather when you're based far from patch	1					1
Laying myself on the line with other professionals		1				1
The volume of administration	1					1
Meetings		1				1
Chairing meetings		1				1
Poor management and colleague support		1				1
Table 16						15

Only social workers and senior social workers point to organisational or agency aspects of the job as being the most stressful.

None of these workers are in specialist child and family teams.

Apart from one senior social worker in mental health, who considers

agency regulations that prevent the meeting of need to be a cause of stress, all those who identify organisational factors as the most stressful are in County A's specialist teams for elderly and handicapped or in County B's generic teams.

Five point to a lack of resources as being the cause of most stress - all are elderly services specialists.

GENERAL VOLUME/DEMAND STRESSES	SW	SSW	SSWP	TL	SWA	TOTAL
Back logs/never being up to date	1	1		1		3
Constant pressure of work	1	1				2
Lack of opportunity to develop my skills or clients' skills		1				1
Being pressured to take more work than I can cope with					1	1
Knowing cases can "blow up" at any time	1					1
Knowing how much I should worry	1					1
Trying to do everything at once	1					1
Working with too many crises at once		1				1
Needing to be "right" all the time for bosses & clients					1	1
Ensuring all vulnerable clients are covered				1		1
Table 17						13

General volume or demand stresses are identified by all career groups except senior social work practitioners. They are also common to workers of all client groups specialisms. General

backlogs or pressure of work are most commonly cited causes of pressure under this heading.

It will be seen from Table 18 that direct client related aspects of the job were most commonly cited as stressful. 45.45% of these are specifically related to child care work. All those working in specialist children and families teams identified stresses associated with client activity. All career groups except team leaders point to client related aspects of the job as being most stressful.

The responses of social work assistants to this question again suggest a perceived vulnerability, for example "needing to be right", "clients at risk who won't be helped", and "client decisions based on "gut feelings".

DIRECT CLIENT RELATED STRESSES	SW	SSW	SSWP	TL	SWA	TOTAL
Potential child abuse cases	1	3				4
Breakdown in a child's placement		1	3			4
Dealing with clients' emotional needs	1	2				3
Child abuse investigations	1	1				2
Taking young children into care		2				2
Taking elderly person into residential care	1	1				2
Court proceedings		2				2
Explaining a child abuse registration to parents		1				1
Violent clients		1				1
Conflict situations		1				1
Unrealistic demands of clients					1	1
Clients at risk who won't be helped					1	1
Dealing with mentally ill (e.g. suicide threats)		1				1
Making decisions which affect the rest of a person's life	1					1
Bereavement		1				1
Working with teenage offenders	1					1
Not being able to follow things through with a child			1			1
Getting clients' trust		1				1
Combining statutory and supportive roles	1					1
Seeing poverty and helplessness		1				1
Client decision based on "gut" feelings					1	1
Table 18						33

## Question 12

What is the most time-consuming aspect of your job?

All 40 respondents identified just one aspect of their job as the most time consuming. The majority, 80%, pointed to administrative or organisational activity.

All the responses are summarised below under sub headings

### Organisational Activity

* travelling	6
* organisational requirements	3
* trying to contact people/waiting for response	3
* meetings	2
* organising/arranging a service	2
* liaising/working with other agencies	1
	<hr/>
	17
	<hr/>

### Administration

* recording/report writing	12
* administrative processes	2
* office work	1
	<hr/>
	15
	<hr/>

### Client Activity

* working with clients/visiting clients	3
* supporting to make clients independent	1
	<hr/>
	4
	<hr/>

### Staff Related Activity

* staff supervision/consultancy	4
	<hr/>

Recording or report writing is the single most quoted time consuming activity. This correlates with the high focus on these activities, and their association with "time", that emerged in the Grid analysis. The grouped responses, by social work career level, are compared in Table 19 below.

MOST TIME CONSUMING ASPECT OF THE JOB	SW	SSW	SSWP	TL	SWA	TOTAL
Organisational activity	3	10	2		2	17
Administration	7	6			2	15
Client activity		3	1			4
Staff related activity		2		2		4
Table 19						40

Not surprisingly perhaps, the two team leaders identify staff supervision and consultancy as their most time consuming activity. The two senior social workers who also point to this as being the most time-consuming aspect of their job are those who hold the supervisory roles in County B. This, too, reflects the findings of the Grid Analysis.

Only four of the total sample say that most of their time is taken up in direct client activity. Three of these are in specialist child and family service teams (two senior social workers and one senior social work practitioner). The fourth is a senior social worker in a specialist elderly services team.

### Question 13

Is there anything that particularly disrupts your work plans?

All the respondents answered "yes" to this question. 13 identified more than one disrupting factor, these were mainly senior social workers.

Client related factors are cited more often than others as the most disrupting (44.61%). As was found in the principal component analysis of the repertory grid interviews, the client focus is strongly identified with crises and emergencies.

Organisational factors also feature high in the responses to this question.

Office duty has been shown as a separate factor group.

This is because office duty can be interpreted as a client related service or as an organisational requirement.

#### Client factors

* client crises/emergencies	23
* absconding children	2
* client illness/hospitalisation	2
* unexpectedly long client interview	1
* clients not at home for appointments	1
	<hr/>
	29
	<hr/>



### Organisational factors

* telephone calls/telephone enquiries	9
* office/organisational/procedural demands	4
* meetings	4
* the open plan/shared office lay out	2
* expectation that I'm available	1
* cancellation of meetings	1
* weekly referral allocations	1
	<hr/>
	22
	<hr/>

### Staff support

* consultancy/support to staff or colleagues	<hr/>
	6
	<hr/>

### Office Duty

* covering for others on duty desk	3
* the follow up required after a "duty" visit	1
	<hr/>
	4
	<hr/>

### Other Agency factors

* poor liaison with other departments	1
* DHSS strikes	1
	<hr/>
	2
	<hr/>

### Specialist functions

* Special Courts (Child Care)	1
* Approved Social Worker (Mental Health) assessments	1
	<hr/>
	2
	<hr/>

Table 20 gives a summary analysis of the grouped responses.

DISRUPTS WORK PLANS	SW	SSW	SSWP	TL	SWA	TOTAL
Client factors	7	17	2		3	29
Organisational factors	3	17			2	22
Staff support		3	1	2		6
Office duty	1	3				4
Other agency factors		1			1	2
Specialist functions		2				2
Table 20						65

Again, the two team leaders interviewed both focus on staff support factors, this time as the factors which most disrupt work plans. The staff support in this context, however, is associated by both with consultation on client related problems. One suggests that being too accessible to the team is the real problem -this view is professed to be supported by the team.

The two senior social workers of County B also point to staff support activities as disruptive to plans. Again the support activities are associated with client problems. One of these two workers also points to the unrealistic urgency attached to administrative requirements as being a disrupting factor.

The number and nature of the factors given in response to this question again supports a "fragmented" description of the job. It is interesting, though, that there is a fairly even distribution, between client and organisational factors, of the

identified causes of disruption. This is particularly so for senior social workers and social work assistants.

#### Question 14

##### Where do you spend the major part of your work time?

Eight of the 40 interviewed said that an estimated 50% of their time was spent with clients and 50% in the office. of the remaining 32, a slight majority (59%) said they spent the major part of their work time out of the office or, specifically, with clients. The other 41% thought that the majority of their time was spent in the office or in the car. The two who gave "in the car" as their response both work in County B and at the time of the study were waiting to move to an office closer to their work "patch". The responses are summarised in Table 21 below.

MAJOR PART OF WORK TIME	SW	SSW	SSWP	TL	SWA	TOTAL
Out of the office/in the field		9	1		3	13
In the office	2	5	1	2	1	11
50% with clients, 50% in the office	4	3	1			8
with clients	2	4				6
in my car	2					2
						40

Table 21

Some respondents gave estimated percentage breakdowns of time spent (besides those who gave a 50/50 estimate). Of the six who

said that they spend the major part of their work time with clients :

one said, 70% with clients

30% in office (SSW, Child & Family team)

another said, 60% with clients

40% in office (SW, Elderly services team)

Of those who spend the major part of their time in the office :

one said , 66% in office

33% with clients (SSW Child & Family team)

another said, 60% in office

40% with clients (SWA, Mental Health team)

There was a general feeling amongst most respondents, that insufficient time is spent with clients. Some made additional comment :

"For every hour spent face to face with a client, I spend at least two hours in the office for Area meetings, conferences, report writing and so on. Some weeks the organisational demands are such that the only time I can visit clients is after work hours"  
(SSW - Child and Family team)

"The major part of my time is probably spent with clients but the requirements of this agency and others mean that I spend less time than I would like to with clients"  
(SW - Child and Family team)

"I'd like to say with clients but I can't"  
(SW - Generic)

"I average around 80 miles a day in the car"

(SW - Generic)

"With clients, but a large proportion of my time is spent in the office"

(SSW - Elderly/Handicapped team)

#### Question 15

Do your managers know what you do?

Six of those interviewed said "no" to this question.

They were all senior social workers in specialist teams (2 in elderly/handicapped teams; 2 in child and family teams and 2 in mental health teams).

The other 34 thought that their managers did know what they do. 28 of them, however, qualified their response as shown in Table 22.

MANAGERS' KNOWLEDGE OF MY WORK	SW	SSW	SSWP	TL	SWA	TOTAL
Only the Team Leader/Immediate line manager	4	9	1		3	17
Only the Team Leader and Area management	2	5				7
Only in part	1	1		2		4
Table 22						28

16 of the 28 who believe, with some qualification, that their managers have knowledge of their work expressed additional comment.

11 of these thought that their managers' limited knowledge is appropriate. For the other 5 there is an element of complaint about managers' limited knowledge - these 5 are all senior social workers.

## SUMMARY

Question 1 : There is a strong client focus in the identified objectives of all groups except team leaders and the supervisory senior social workers of County B. 40.7% of objectives are associated with individual clients and a further 17.6% are associated with promoting client self-help. This reflects the strong client orientation found in the grid analysis. Team leaders and the supervisory senior social workers identify provision of local services, staff supervision and resource allocation as their main objectives.

Development/allocation of resources is featured amongst all groups, except team leaders, as a main objective (14.3% of all responses). This focus on resources is not, however, reflected in the grid findings.

Only 5.5% of the objectives identified are associated with macro social policy. They are featured amongst the responses of the social worker and senior social worker groups.

Questions 2 and 3 : 41.7% of all the activities cited as most difficult are direct client activities. Again the client focus is absent amongst the responses of team leaders. But more surprisingly, perhaps, none of the social work assistants identify client activity as the most difficult.

The activities identified by team leaders as most difficult are securing inter-agency co-operation and persuading social workers to re-priorise their work. Their supervisory senior social worker colleagues (County B) identify the assimilation of all aspects of generic social work and getting social workers to say "no" to clients as their most difficult activities. They too have no client focus in their responses. Social work assistants focus particularly on assessment and working without resources as their most difficult activities. Working without resources is cited more often than any other single activity as the most difficult.

Resource difficulties were also quoted most often, and by all groups, as a factor which made it difficult to perform the job (35% of all responses).

Administrative and organisational factors (19.7%) and demands of volume or extent (15.5%) are also commonly cited as factors which make the job difficult. All groups cite these factors except senior social work practitioners.

Question 4 : The factor quoted most often, and by all groups, as making the job easier is team/colleague support. It constitutes 31% of all responses and features particularly high amongst the social worker group. There is, however, little evidence of a team/colleague focus in the Grid analysis of all groups and it does not emerge at all in the Grids of social workers.



Inter agency relationships are commonly seen as making the job easier by all groups except team leaders (19.7% of responses). Organisational or managerial factors also represent 19.7% of responses. This correlates exactly with the number of organisational/managerial factors said to make the job difficult. There are five who quote autonomy/delegation of decision making as a facilitating factor under the organisational heading. They are all in the high graded groups: 3 senior social workers (County A), one senior social work practitioner and one team leader.

Given the responses to questions 2 and 3, it is, perhaps, worth noting that only two (both senior social workers) quote availability of resources as a factor which makes the job easier.

Only one, a social worker, suggests that training and development makes it easier to do the job.

It is interesting that there were 71 factors identified as making the job more difficult, and 71 which make it easier.

Questions 5 and 6 : When asked what they liked most about the job, the single factor most often quoted was the people or the clients (20.5% of all responses). It featured in the responses of all groups, except team leaders, and particularly amongst senior social workers. Again, the high client focus found in the grid analysis is evident.

The next most popular single feature of the job was the

variety (16.4%). But it is cited only by social workers, senior social workers and social work assistants.

Team leaders liked most the autonomy of the job. When grouped together, the factors associated with personal challenge and autonomous working account for the highest percentage of responses (24.7%). Only the specialist senior social work practitioners do not include this in their responses.

The various micro results or rewards also represent a high percentage of responses when grouped (23.3%).

Many of the features which were disliked most about the job are similar to those said to make the job difficult.

Resource problems are cited as a dislike by all groups except team leaders and account for 17.8% of responses. All groups, except team leaders again, also point to the effects that the job has on themselves (17.8%) as a major dislike.

Administrative volume is quoted as a dislike by all groups except senior social work practitioners (16.4%). It has been noted that senior social work practitioners, at the time of the study, had a higher ratio of secretarial support than workers in other groups. Organisational constraints are identified by social workers and senior social workers as a major dislike (15.1% of all responses). Policy/planning and management issues are also notable dislikes of senior social workers.

Here, too, there is an interesting correlation between the number of likes identified and the number of dislikes - 73 of each.

Questions 7 and 8 : Routine administration is most commonly pointed to as inappropriate activity (26.2% of all responses). It features in the responses of all groups and is the only area of inappropriate activity identified by team leaders.

Various client services, mainly routine, are identified by social workers, senior social workers and social work assistants as inappropriate to them and these represent 24.6% of all responses.

Other notable groups of activity thought to be inappropriate are specialist activities (identified by senior social workers and a senior social work practitioner and representing 11.5% of responses); assessments (particularly thought to be inappropriate by social work assistants, 11.5% of responses), and other agency responsibilities (social workers and senior social workers only : 9.8% of all responses).

Group work is an activity commonly identified as neglected by all groups except team leaders. It accounts for 20.7% of all the activities which respondents thought they should perform but do not.

Social workers and senior social workers identify the improving of liaison as neglected activity (17.3% of responses). These two groups and a social work assistant also point to the improvement of social work practice/image as activity they should be undertaking (12.1% of total).

A variety of other activities are mentioned, but less often, as neglected including community work, therapy and influencing policy. Most are activities which arguably require a planned, pro active approach. Evidence perhaps that social workers generally spend their time working re-activity.

Team leaders identify monitoring/controlling and administration as the activities which they neglect.

Questions 9 and 10 : Work types identified as requiring particular skills and abilities are predominantly child care (55.9%). The only other work type commonly identified under this heading is general or generic work (35.3%). None of those interviewed identified services for the elderly as a work type requiring particular skills and none of the team leaders or social work assistants point to work types in their responses.

In terms of individual activity requiring particular skills and abilities, those relating to organisation and management, when grouped together, represent the highest percentage of responses (28.1%). They are identified by all groups. Counselling and interviewing are also commonly pointed to as requiring particular skills and abilities, except by senior social work practitioners (22.5% of responses). Assessment and decision making are also commonly identified (all groups) and account for 21.3% of all responses. Other activities identified, particularly by social workers and senior social workers, as needing special skills are associated with negotiation, liaison, change-agent activities and dealing with conflict.

Three of the groups surveyed (social workers, senior social workers and social work assistants) identified general traits and abilities which they considered to be necessary to do the job. They were varied - only three were quoted more than once: ability to stay emotionally detached (3 times quoted); ability to accept people as they are, and ability to engender trust (both quoted twice).

Some correlation between the responses to these questions and Henkel's (1985) list of skill requirements has been noted. All except three of the total sample felt that there were activities they performed for which they were not sufficiently trained.

The largest group of activities for which social workers feel untrained come under the heading general or generic social work (28.3%). Child care activities are also frequently cited (19.6%) as is general management activity (19.6%). Both team leaders identify their need for training under the management heading.

There appears to be a trend for social workers employed in specialist roles, or specialist teams, to express their training needs in terms of those specialisms.

Five workers felt they had had no real training for much, if any, of the job. Only one of these had undertaken the CQSW course.

The six senior social workers **who expressed a view on** their CQSW training, said that it had **given them only limited** preparation for the job.

Question 11 : The most stressful aspects of the job were identified as falling into three general categories :

- direct client related stresses
- organisational/agency stresses
- volume and demand stresses

Direct client related aspects of the job were most commonly cited as stressful. They constituted 54.1% of all responses. 45.5% of these are specifically related to child care work. All those interviewed who work in specialist child care teams identified stresses associated with client activity.

Team leaders are the only group who do not point to direct client activity as the most stressful aspect of their job.

Organisational/agency stresses account for 24.6% of all responses. All those who identify these aspects of work as most stressful are either social workers or senior social workers. None are employed in specialist child care teams - all but one (a specialist in mental health) are employed in specialist teams for the elderly (County A) or in generic teams (County B). Five of the sample specifically point to lack of resources as the most stressful aspect of the job - all are elderly services specialists.

The third group of stresses come under the heading of general volume or demand (21.3% of responses). They are identified by all groups except senior social work practitioners. Both team leaders see these aspects as most stressful. Backlogs and constant pressure are most quoted under this heading.

Questions 12-14 : 80% of the sample identified administrative or organisational activity as the most time consuming aspect of their job. Recording or report writing is most often quoted (30% of responses). Time consuming emerges as a trend in the Repertory Grids of only two senior social workers. The linked activities are driving, transporting clients and crisis intervention. But the Grid analysis also shows that administration, recording and meetings (with developmental activity) are linked with a lack of opportunity by three of the total sample.

The team leaders and the two supervisory senior social workers of County B point to staff related activity as their most time consuming. This also reflects the high staff focus found in the Grids of these workers. Only four of the total sample say that most of their time is taken up in direct client activity.

Of the factors which were said to particularly disrupt work plans, 44.6% were client related. This, perhaps, reflects the strong association of client and crisis which was found in the Grid analysis. Only team leaders, again, do not point to client factors.

Organisational factors are also commonly identified as disruptive (33.9% of responses). These factors include, for example, telephone calls, meetings, office layout and demands. They are cited by social workers, senior social workers and social work assistants.

Again the team leaders and their supervisory senior social workers show a staff focus. All identify staff support or consultancy issues as particularly disruptive.

Eight of the forty interviewed said that their work time was equally shared between clients and office. Of the remaining 32, a slight majority (59%) said they spent the major part of their time out of the office or specifically with clients. The other 41% said that the majority of their time was spent in the office or in the car.

Most respondents expressed a general feeling that insufficient time is spent with clients.

Question 15 : 15% of the sample population were certain that their managers did not know what they do. All were senior social workers.

Of the remaining 85%, who thought that their managers did have knowledge of their work, 82% qualified their response in terms of the level of management or extent of knowledge. 40% of the sample expressed additional comment about managers' knowledge of their work. 69% of these thought that their managers' limited



knowledge is appropriate. For the other 31% there is an element of complaint about managers' limited knowledge - all of these are senior social workers.

There would appear, from the responses to this question, to be divided opinion about the autonomy of the job and the need for managers to have knowledge of what social workers do.

## CHAPTER 9

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

The evidence and major conclusion of Chapters 7 and 8 are brought together in this chapter so that comparisons can be made between the social work career groups and the ways in which they perceive their jobs. Final conclusions will be drawn and the major implications of the findings will be assessed.

#### SUMMARY

##### Social Workers

Social workers in both Counties are very much concerned with clients. They see their jobs mainly on two dimensions - their major trend being to discriminate between client activity and organisational or administrative activity. Activities commonly associated with clients by this group are interviewing, responding to emergencies, and forming relationships. They contrast this work with, for example, recording, use of telephone, and attending meetings. Social workers appear to attach significant importance to relationships, particularly client relationships.

The high focus on clients which emerges from the Grids of this group is also reflected in their responses to the structured interview. Social workers commonly identify their main objectives in terms of individual client activity (71.4% of social workers' identified objectives).

The task orientations that emerge from the Grids of social workers are strongly associated with administration it has been shown that organisational and administrative activity is commonly contrasted with client activity in the Grid analysis. In the interviews, all the social workers point to organisational or administrative activity as the most time consuming and 60% say that they spend at least half of their work time in the office. The activity identified most often by social workers as neglected is group work (client). Also identified as neglected is the improvement of liaison and community work.

Decision making emerges in only two of the social workers' grids. Although for these two it is a major focus, it is worth noting that social workers, generally, do not see decision making as a significant aspect of their job. For one, it is associated only with the car breaking down. There are other task orientations amongst this group but none is significant.

There is no real evidence either to suggest that social workers have a forward planning or a management orientation in their job perceptions. There is a trend in the Grids of two social workers, though, to distinguish social work or "professional" activity from other activities. It is interesting that "plan ahead" is an activity linked with one of the social work/professional labels. This is the only reference to forward planning to appear in the Grids of this group. It may be significant, too, that the element is also linked in this Grid to a secondary component label "lack of opportunity".

The other activities linked to the social work/professional orientation are client related activities like counselling and crisis intervention.

Although the trend appears in three of the Grids, there is no significant tendency for social workers to perceive their work in terms of its pattern or frequency, for example, predictability of work or time scales or opportunity.

Interview analysis shows that much of the activity identified by social workers as inappropriately undertaken by them is either routine client activity (errands) or administration. Coping with administrative and organisational demands is identified by many as the most difficult activity. But more often quoted as the most difficult activity is direct client work and working without resources.

In interview, resource problems are also identified most often by social workers as the factor which makes it difficult to perform the job (p. 197). There is, however, no real evidence of a resource orientation emerging from the Grid analysis of social workers in either County.

Neither is there evidence of a colleague or team orientation emerging from the Grid analysis of this group. Yet, in interview, they point to team/colleague support as the factor which, more than any other, makes it easier to perform the job (see p.201 ).

When questioned, the things that social workers say they like most about their job are the personal challenge and the variety.

Organisational and administrative factors are the most disliked.

Four social workers identify, as their greatest dislike, the effect that the job has on "self".

Social workers point most often to child care as the area of work requiring particular skills and abilities. Activities identified by this career group as requiring particular skills include counselling, assessment, client intervention and organisational/managerial activities. The activities for which social workers feel insufficiently trained are all client activities, for example, working with the handicapped, playing with young children and working with young offenders.

Interview analysis also shows that client related aspects of the job account for 46.7% of those identified by social workers as most stressful. 33.3% of their stresses are to do with volume or demand and 20% are to do with the organisation (pp. 231 to 234)

The factors which are said to particularly disrupt the work plans of this group are also predominantly client related. This reflects, perhaps, the strong link between client trends and emergency/crisis activity found in the Grids.

Social workers generally think that their managers know what they do but 70% qualify their response in terms of the level of management and the extent of knowledge (see p.242).

Social workers do not appear to focus on the external environment in their perceptions of the job. The grids show a trend, though not a strong one, to focus on liaison with other agencies and particularly with the D.H.S.S. However, the evidence suggests that the limited inter-agency orientation that emerges in the Grids is associated with individual clients or casework rather than joint planning or joint development and it is more evident amongst the social workers of County B. Two social workers, in the structured interview, pointed to the improvement of liaison as a neglected activity.

#### Senior Social Workers

Senior social workers also perceive their jobs as mainly people-centred. But there are significant differences between the perceptions of senior (level III) social workers in County A and those in County B.

The two senior social workers of County B have line management supervisory roles and this is reflected significantly in the findings. Both have a major focus on staff supervision. Neither has a significant direct client orientation. Both identify the provision of local services as their main objective, along with development/allocation of resources and provision of staff support. There are strong similarities between the job perceptions of senior social workers in County B and their team leader colleagues.

The level III "senior" social workers of County A have a strong client orientation in their job perceptions. They, like the group of social workers studied, point most often to individual client services as their main objective. The activities commonly linked to the client trends that emerge in the grids are similar to those linked by social workers. They include : dealing with crises and emergency calls; interviews; counselling and listening. The same activities are linked by this group to "social work" or "specialist" labels.

All the senior social workers share the strong pattern of discrimination between people centred activity and administrative/organisational activity which was found amongst social workers. Activities commonly linked to poles which contrast with "people" are form filling; use of telephone; writing reports; attending meetings and travelling.

The task orientations of senior social workers show the same high focus on administration that emerged among social workers. In interview, administrative and organisational activity is commonly identified as the most time consuming, except by the "seniors" of County B who point to staff issues as most time consuming (p.236). Administrative activities, for example, recording and report writing, are also linked by this group to a practical/physical orientation. The pattern of contrasting administrative activity with people centred activity tends to be consistent under the different descriptive labels.

There is a notable trend amongst senior social workers to distinguish between general and specific tasks. The "general" label is most commonly linked with communication or the exchange of information. The "specific" orientation can be sub-divided into specific activity (for example, receiving training; court reports and providing practical assistance) and activity which is person or job specific (for example teaching braille; protecting clients' rights under Mental Health legislation and overseeing child abuse referrals).

Other task orientations which emerge in the Grid analysis of senior social workers include assessment and problem solving but they are not significant.

"Planning" emerges as a trend in 3 of the 21 Grids but the linked activities are narrowly job related (for example, planning meetings (casework), and use of telephone). There is no real evidence of a perceived role for senior social workers in the macro aspects of forward planning.

Only once does "management" appear in the Grid analysis of this group. It appears as a secondary trend in the Grid of one of County B's supervisory "seniors". The elements linked to this trend are development of a volunteer scheme and maintaining a handicap register.

Senior social workers have a more significant trend than other groups to focus on the pattern (for example, predictability) of work and



time scales. The elements linked to routine/predictable labels tend to be administrative (e.g. recording, meetings). Client activities tend to be linked to the unpredictable trends, evidence again perhaps of the association of clients with crisis. The less strong "time" trends show a tendency amongst this group to focus on activity in terms of whether it is, for example, one-off, long term, or time consuming.

In interview, senior social workers (other than those of County B) point to direct client activity, more than any other, as being the most difficult (59.1% of responses). The senior social workers of County B identify as their most difficult activities the negotiation for resources and the assimilation of legislation and knowledge.

Like social workers, senior social workers point to resource difficulties as the factor which, more than any other, makes it difficult to perform the job (p.197 ). It is also the most quoted organisational "stress" of this group. Also like social workers, however, this group does not throw up a significant resource orientation in the Grid analysis - only two Grids feature resources, both as secondary trends.

Other factors identified by senior social workers (of both Counties) as making the job difficult are administrative and organisational factors - like lack of administrative support and demands of volume and extent.

Demands of volume and extent are also identified by 4 senior social

workers as the most stressful aspect of the work. But by far the biggest group of factors identified as most stressful by senior social workers (but not those of County B) are client involvements, particularly work with children and families (p.234 ).

Many of the dislikes of senior social workers are similar to the factors said to make the job difficult, for example, resource problems, administrative volume, and organisational constraints.

The effects of the job on "self" is also identified by this group as a dislike (10.4% of responses). The "self" orientation also emerged in the Repertory Grids of two senior social workers (one from each County). For one it is associated with receiving supervision, for the other, the focus is on "giving of self" and it is linked with counselling and adoption placements. It has been noted that the "self" orientation has not been found by the writer in the studies of other jobs.

The thing that senior social workers most like about the job is "the people" (25% of interview responses). The micro rewards (for example, seeing improvement) are also well liked as is the personal challenge and autonomy.

Organisational and management factors, which include autonomy, are most often cited by this group as the factors which make the job easier. Others are good liaison and interagency relationships and team/colleague support. It is interesting that although this group, like the social workers studied, commonly cite team/colleague support

as a major facilitating factor, there is no significant evidence of a team/colleague orientation in the Grid Analysis. The one senior social worker (from County B) who has a team orientation links it with team tasks rather than team working.

Also of note is that, like social workers, senior social workers (except those of County B) point most often in interview to routine client errands, particularly transporting clients, as activity which is inappropriately undertaken by them. Senior social workers of both counties also point commonly to administrative activity as inappropriate, for example, filing and message taking. This group (and one senior social work practitioner, all from County A) also point, uniquely, to "specialist activity" as being inappropriate to them, particularly the giving of advice outside of their specialism. This probably reflects the highly specialised organisational structure of County A.

Senior social workers, including one from County B, point most often to the improvement of liaison as activity which they should perform but do not (p. 217 ). This, perhaps, is commensurate with the lack of any major liaison orientation emerging from the Grid analysis of this group. Other activities which senior social workers cite as neglected by them include the development of group work and client self-help and improvement of social work practice and image. It may be significant that they also cite most often the more generic (or general) types of work as those which require particular skills and ability, including group work, interagency working and community work. Work with children and families comes next in their ranking (p. 220 ).

Activities identified most often by this group in interview as requiring particular skills come under the headings : organisational/managerial and assessment/decision making. Others are counselling/interviewing and negotiation/liaison. Senior social workers, generally, felt insufficiently trained in the aspects of the work they identified as requiring particular skills. Six (including one from County B) made additional comment about the inadequacy of the CQSW course to prepare them for social work.

The "level III" social workers of County A point equally to organisational and client factors as being most disruptive to their work plans. Not surprisingly, the senior social workers of County B, point to the demands of their staff as the factor which they find most disrupting.

Senior social workers (but not those of County B) seem to spend more of their time out of their office than social workers - only 38.1% say that at least half of their time is spent in the office, compared with 60% of social workers.

Like social workers, however, senior social workers do not appear to focus on the external environment in their job perception except in the narrow client sense. There is little evidence of an external orientation in the Grids of this group and the only significant reference to interagency liaison which emerged from the structured interview suggests that it is neglected activity.

28.6% of senior social workers (all from the specialist teams of County A) said in interview that their managers do not know what they do. The responses of the remainder were qualified in terms of the level or extent of managers' knowledge. Additional comment from some indicates that there is an element of complaint about managers' limited knowledge. For others the limited, or lack of, knowledge, is thought to be appropriate. One thought that he would be stopped from doing the "corner cutting" and "risk taking" that gets results if management knew what he was doing.

#### Senior Social Work Practitioners

The three senior social work practitioners studied were all from County A. They have very specialist roles and there were no comparable posts in County B at the time of the study.

The specialist role of one of these workers is different from the other two. It is primarily a resource development job (developing alternatives to custodial and residential care for adolescents with behavioural problems). This is reflected in the Grid analysis which shows a strong trend for this worker to discriminate between activity which is related to one specific resource and activity related to the wider provision. The activities linked to the more specific resource orientation tend also to be more specific, for example, keeping records and chairing planning and agreement meetings. Similarly, activities linked to the wider resource orientation are more general; liaison, finding alternatives and giving consultation. This senior social work practitioner does not show any people trends in the principal component analysis.

The other two senior social work practitioners both have a people centred perception of their jobs. The specialist responsibility of these two workers is the community placement (fostering) of hard to place children, for example, adolescents who exhibit disturbed behaviour and children with handicaps.

The main trends of these two like those of other groups, tend to show a major discrimination between client centred activity and organisational or administrative activity. Included amongst the activities linked to the client poles of senior social work practitioners are home visits and placing children with families. Activities linked to the contrasting poles include recording, attending meetings and driving. One also has a significant trend to distinguish between work undertaken with community (foster) parents (for example, group meetings and recruitment) and work undertaken with children (e.g. writing contracts).

There seems to be a high focus on administrative/organisational activity amongst all three of these specialist workers. The organisational activities listed above are linked to various labels: working with professionals; general activity; written/practical and general management. Notably, the latter label is the only indication of a management orientation amongst senior social work practitioners. It emerges in the Grid of the "resource" specialist, but it is not strong. It is associated, specifically, with use of telephone and keeping records.

One secondary trend discriminates between routine activity (for example, answering the telephone) and activity for which there is a lack of opportunity, which includes keeping up to date by reading and communicating with children.

In interview, all the senior social work practitioners identify the same main objectives: to keep children out of custody and care, and to recruit/develop alternative community placements.

Sustaining fostering placements is identified by two as their most difficult activity. One of these also found coping with constant "on call" to be difficult. The senior social work practitioner responsible for developing resources points to contact with social workers as her most difficult activity - she felt "avoided" as a specialist. Interestingly, the other two specialists also identify poor colleague relationships as the factor which makes it difficult for them to perform the job. This group also points to lack of resource as a factor which makes the job difficult.

Good colleague and client relationships are identified as factors which make the job easier, autonomy is another. All the senior social work practitioners point to "successes" as the thing they like most about the job - in particular, seeing children happier.

The thing they all dislike most is the effect the job has on themselves. The effect on "self" for two is related to being constantly on call - for the other it is related to painful decisions.

There is no one activity which is seen by all senior social work practitioners as inappropriately undertaken by them. They point variously to the chasing of payments, trouble shooting and a requirement to make inappropriate responses. Two point to client activity as neglected by them : rehabilitation and therapy. The other (the "resource" specialist) would like to be more influential in management decisions.

Notsurprisingly, all the senior social work practitioners point to work with children and families as requiring particular skills and abilities. The activities they identify as requiring particular skills, though, come under the headings of management (keeping records and dealing with staff), and decision making. One of these workers felt sufficiently trained for all activities, one wanted more training in public speaking and one wanted more training in everything.

All the senior social work practitioners point to breakdowns in foster placements as the most stressful aspect of their jobs. One identifies counselling as the most time consuming aspect - the others point to organisational demands.

Client crises are cited by two of the senior social work practitioners as the thing which particularly disrupts their work plans - the "resource" specialist points to staff consultation.

The three senior social work practitioners felt that their managers know what they do but one felt that the knowledge is limited to the immediate line manager.



## Team Leaders

Both the team leaders studied were employed in County B. Structural re-organisation in County A prevented the proposed comparable study of this career group.

Evidence of the limited study shows that team leaders do not see a direct client involvement in their job. The one, not strong, client focus that did emerge in the Grids is linked with indirect client activity which can be associated with their supervisory role (reviews and emergency decisions). Indeed, there is a strong supporting construct on the same component labelled "outside the team leader role".

The lack of client focus which was evident in the team leaders' Repertory Grid analysis is reflected throughout their responses to the structured interview questionnaire.

The major orientation emerging from the Grid of one team leader is to distinguish activity in terms of whether it is done alone or with others. For this team leader, practical activity (driving and report writing) is associated with being alone; "with others" is associated with managerial activity (planning team strategies); one-to-one is associated with staff (supervision and consultation) and "groups" are associated with non-team meetings.

The major trend of the second team leader is to discriminate between the general and the specific - "general" is linked with administrative work and specific is linked with staff issues. The Grid analysis

shows that this team leader has a particular team/staff orientation. It is associated with activities like dealing with complaints about staff, maintaining morale and staff supervision. In interview, both team leaders identify staff supervision and consultancy as their most time-consuming activity. It is also identified by both as the most disrupting. Team leaders show the same tendency as other workers, in the Grid analysis, to contrast people centred activity with administrative or practical activity.

The objectives identified in interview by team leaders are, in the main, associated with the planning and provision of local services. There is little to suggest a perceived role in departmental planning.

Interview analysis shows that the activities which team leaders find most difficult are involvement with other agencies and persuading social workers to re-priorise their work. Things that make the job difficult for them to perform are resource problems, inadequate administrative support and sheer volume. Both identify volume of demand as their greatest stress. On the other hand, good team spirit and their delegated authority are said to make the job easier.

Autonomy and personal challenge are factors of the job most liked by team leaders. Most disliked are, again, the volume of demand and having to assume an autocratic role.

Both team leaders believe that much of the administrative work they undertake is inappropriate - yet one also sees administration as

activity which is neglected. Controlling is another activity  
-said to be left undone.

Team leaders point, in the main, to organisational and managerial activities as those which need special skills, for example, staff supervision and organisation. Both feel insufficiently trained for their management activities.

The two team leaders spend most of their work time in the office. There is only one suggestion of an external orientation thrown up in the Grids - it supports a "non-team" focus. The linked activity is however, internal to the agency: communicating with Area management. It has already been noted that one team leader sees involvement with other agencies as the most difficult activity.

Both team leaders felt that their managers have knowledge of what they do, but only in part. This was thought to be appropriate although one felt that there should be greater management acknowledgement of the fact that casework demands interfere with their ability to manage the Area.

### Social Work Assistants

There is a significant people focus in the job perceptions of social work assistants of both Counties. Three of the four studied have specific people centred trends - for two the focus is on clients.

Activities linked to client trends include offering support and

advice; counselling on loss of home and independence; escorting, and home visits. The activities are similar to those linked to client trends by other "practitioner" groups, but they do not include crisis interventions.

The social work assistant who has no specific people orientation has client activity (escort duty and home visits) linked to other trends: "external" and "more productive". They are contrasted with "internal" and "less productive", to both of which are linked administrative activity.

Like other groups, social work assistants show a general tendency to discriminate between people centred activity and administrative activity examples of which are recording, taking applications and writing letters.

The strong client orientation which emerged in the Grids of social work assistants is reflected in their identification of objectives which relate, in the main, to the provision of a service to individuals. Other responses to the interview questionnaire, however, suggest that they are uncertain of their role in the assessment of situations. 60% of the activities identified as inappropriately undertaken by them are concerned with assessment. Two of the four identify assessment as their most difficult activity (p.193 )

Working without resources is also identified by this group as a particular difficulty and a major dislike but there is no specific resource orientation in their Grid analysis.

It is interesting that the social work assistant of County B, arguably has a resource orientated role. Unlike her counterparts in County A, who tend to carry client caseloads within specialist elderly service or mental handicap teams, this worker has a more functional responsibility for the development and support of day care services for children. Her major trend is to discriminate between the "purpose" (improving liaison and influencing policy on day care) and the "task" (visits to playgroups, registration of childminders, and administrative follow-up). The secondary component of her grid shows a distinction between organisational activity and the improvement of a service to the public.

Good interagency relationships and team support are the factors identified by all social work assistants as making the job easier. The things they like most are the rewards, the personal challenge, and the people.

The "self" perspective again emerges in the interview responses of this group. One social work assistant (County A) points to the effects on "self" as a major dislike of the job - specifically the "rub-off" effect of dealing predominantly with people who have failed or are failing in some aspect of their life.

72.7% of the activities identified by this group as requiring particular skills are client related: counselling; assessment and intervention. The analysis also shows that the aspects of the work for which social work assistants feel insufficiently trained are also, in the main, client centred: generic social work (including assessment

and interviewing), mental illness, and technical assessments (physical handicap).

The stresses they cite are also, in the main, client related, for example, clients' unrealistic demands; at risk clients who refuse help; client decisions based on "gut feelings" and having to be "right" all of the time both for clients and bosses.

Two of the social work assistants were unable to point to activities they should be performing which they do not. One of these claimed that her full case load of elderly clients was the same as that of any social worker. The two others pointed to group work and improvement of social work knowledge/practice as work they neglected through lack of time.

All the social work assistants pointed to administrative and organisational activity as their most time consuming. Their work plans were disrupted equally by organisational demands and by clients. Three out of the four said that the major part of their work time was spent out of the office.

There is a strong trend amongst this group to discriminate between the internal and the external. It appears in two of the Grids, in one as a specific major trend and in the other it supports a major administration/people trend. In both cases, though, the external orientation is again linked to client activity and there is little to suggest a focus on the wider environment.

Social work assistants generally felt that their managers know what they do. In most part, however, the knowledge was felt to be with immediate line managers only and limited to the general rather than the specific. The levels and limits of manager knowledge were thought to be appropriate.

## CONCLUSIONS

### People Centred Orientations

#### Clients

The social workers of both Counties and the senior social workers of County A appear to have very similar perceptions of their jobs. They all have a major client focus and they all tend to associate clients with a common core of activities. The commonly linked activities fall into two main groups - those which appear to be more supportive in nature: home visits; offering support; counselling; talking; listening; developing relationships and offering material help, and those which are more crisis orientated: investigating child abuse; securing Place of Safety Orders; responding to emergencies and crisis intervention.

A trend also emerges amongst these two groups to contrast legalistic and statutory aspects of client involvement with the more supportive, relationship, aspects. Although it is limited to the Grids of two senior social workers and one social worker, for one of the senior social workers, it appears as a major trend which accounts for a very high percentage of deviance (see p. 127 ). Amongst the activities linked to the "statutory" trends are: recording;

statutory visits (prescribed, for example, in Boarding Out (fostering) regulations), child abuse investigations and Court services. Activities linked to the contrasting poles are, for example, communicating; forming relationships and supporting clients. Again there appears to be a perception that the supporting role is distinct from other client related activity.

These two groups also show a trend to focus on aspects of their work as being "social work" or specialist. The activities linked to this trend are, in the main, the same ones that are linked to client trends. Client related activities, under any descriptive label, are very commonly contrasted with organisational or administrative activity. They are predominantly one-to-one client contact activities and this suggests, not surprisingly, that both groups (social workers and the senior social workers of County A) see their jobs as largely to do with providing a direct service to their clients.

This perception is confirmed by other evidence gathered from the two groups in interview: the majority of the objectives identified are associated with individual client services; client related activities (particularly child care) are pointed to most often as stressful; and the activity most commonly identified as neglected is client group work, for example, the development of self-help groups.

Both groups point most often to routine client activities, for example, transporting clients and dealing with their financial



affairs, as work which is inappropriately undertaken by them, followed by administration. It is interesting that three senior social workers of County A (2 in specialist "elderly" teams and one "child care") consider it inappropriate for them to offer advice outside their specialism. The view is shared by one of the senior social work practitioners. Both groups point to client work as being most disruptive of their work plans - evidence perhaps of a perceived link between clients and crises and of a fragmented work pattern.

Although the client related perceptions of all the social workers studied and the senior social workers of County A appear to be very similar there are some points of interest in the comparison between the interview responses of these groups, in particular

- (i) generic social workers of County B and the specialist child care workers on both career levels in County A share a common tendency to regard child care as the area of work which most requires particular skills and ability
- (ii) generic workers of County B and the elderly service specialists on both levels in County A are the only workers who identify organisational factors as most stressful (for example, lack of resources and meetings).

The client orientation that emerges from the Grids of senior social work practitioners does not differ widely from that of the groups above. Home visits are again a linked activity but others are more specialist in their description: placing children with foster parents and writing

contracts with children placed. They, too, contrast people centred activity with administrative activity and they all identify client based objectives: to keep children out of custody and care and to develop alternative community placements. The objectives reflect the specialist roles - one of these workers has a particular responsibility for developing alternatives to custodial care.

The specialist nature of the senior social work practitioner jobs is evident in many of the findings. Their description of client activity is generally more specific than that used by other practitioner groups. For example, the most difficult activity cited by all three in interview is sustaining fostering placements and the most stressful is coping with fostering placement breakdowns.

They do, however, respond very similarly to other groups in some respects. "Group work", for instance, is again cited as neglected activity and "client crises" is identified as most commonly disrupting work plans.

There are one or two, perhaps significant, differences in the client related perceptions of social work assistants but in general terms they perceive their jobs as being very similar to those of social workers and the senior social workers of County A. Their linked activities are, in the main, similar: for example, offering support and advice; counselling on loss of independence; and home visits. The tendency for client related activity to be described by all groups (except, perhaps by senior social work practitioners) in fairly general terms makes it difficult to discern significant

differences in the activity. However, it must be noted that emergency and crisis activity does not feature in the Grid analysis of social work assistants - though they, like other groups, point to clients as a factor which disrupts their work plans.

It may also be important to note the high focus on "assessment" in the interview responses of this group. Although it does not feature as a trend in the Grid analysis the interview analysis suggests that social work assistants have concerns about their role in assessment. For example, it is associated with 60% of the activities identified as inappropriately undertaken by them (p. 213), and two of the four interviewed point to assessment as their most difficult activity (p. 193). It also features amongst the activities identified by this group as requiring particular skills and amongst those for which they feel insufficiently trained. These concerns are, perhaps, reflected in the description of job aspects which are cited by social work assistants as most stressful: dealing with clients who reject help but are known to be "at risk"; making client decisions based on "gut feelings", and "having to be right all the time for boss and client".

Also of interest is the rather more functional job perception of the only social work assistant from County B. This worker has a particular role in the development of day care services for children and does not show the same client orientation as the "caseload holders" of County A. There is still, however, evidence of the common tendency to discriminate between people activity and administrative activity.

All the groups who have a client orientation in their job perceptions say they are insufficiently trained in client work, for example work with young offenders; work with handicapped; counselling and intervention. It may be of note that only 3 of the total sample cited child abuse specifically as activity for which they felt insufficiently trained. Four pointed to child abuse as an area of work which requires particular skills.

The senior social workers of County B and their team leader colleagues do not generally see themselves as having a direct client involvement in their jobs. Where a client focus emerges it is normally associated with an indirect involvement, for example, dealing with emergency decisions, or with a construct which indicates unusual involvement, for example, "seldom" and "outside team leader role".

### Staff/Colleagues

The only workers who focus on staff supervision in their perceptions of the job are the two senior social workers of County B and the two team leaders. "Supervision of staff" is the description used by all four workers for one of the activities linked to supervisory, staff or job specific trends. Others linked by County B's senior social workers are supporting staff, answering queries and attending team meetings. Team leaders are concerned with complaints about staff performance, maintaining staff morale and providing consultation. There is arguably a fine distinction between the perceived staff responsibilities of the two career bands but the perceptions of the four workers are, generally, quite similar.

The staff supervision role of the two senior social workers of County B is evident in the findings. Not only is staff related activity linked to "job specific" trends in the Grid analysis, the high staff focus also emerges clearly in the structured interview responses. They, like team leaders identify staff related activity as their most time consuming and staff issues as the ones which most disrupt their work plans. Provision of staff supervision is seen by one team leader and one of the two senior social workers of County B as a main objective of the job. More commonly however the four workers point to the provision of a local service as a main objective.

A major difficulty pointed to by one of the supervisory senior social workers is getting social workers to say "no" to clients. Interestingly this worker and one of the team leaders point to the authoritarian aspects of the job as a particular dislike. The team leaders point to monitoring and controlling as their neglected activities.

Management does not feature significantly in the language of any of the workers studied. Where it appears in the grid analysis it is associated generally with task management and this will be discussed later. Aspects of management which have staff associations do however feature in the identification of training needs of the four supervisory workers - their list includes chairing meetings and conferences, supervising staff and decision making. The chairing of meetings is identified by one of the supervisory senior social workers as his most stressful activity. Staff related activity is identified by both team leaders as the most stressful.

A more general team/colleague orientation emerges in one grid only of each career group except social workers. It is most commonly linked to administrative activity, for example, report writing, recording and meetings. Apart from meetings, there is little to suggest a developmental or mutually supportive association with colleagues. Given the very limited emergence of a team focus in the Grid analysis it is perhaps surprising that, in interview every career group identifies team or colleague support as a factor which makes the job easier. Additionally, senior social work practitioners point to poor colleague relationships as a factor which makes their job difficult. These workers, with narrow specialisms, perceive a resistance amongst colleagues to their specialist roles.

#### Other Agencies

The Grid analysis suggests that social workers at all career levels do not generally have a high focus on inter agency liaison. It's limited emergence as a trend is found amongst the social workers (mainly those of County B); senior social workers of County A and social work assistants. This again highlights similarities in the job perceptions of these three groups.

Activities linked to liaison trends include contact with other agencies, ringing D.H.S.S. and liaison with medical and community resources. The evidence does not point to any developed focus on inter agency or joint working. It would appear that the focus is more on liaison as it relates to individual clients.

In interview, however, improvement of liaison is identified by social workers and senior social workers of both Counties as activity they should do more of. Two senior social workers and one team leader point to getting co-operation from other agencies as one of the most difficult activities. Senior social workers of County A and social work assistants, particularly, cite good inter-agency working as a factor which makes the job easier.

#### Other People (non specific)

The Grid of one team leader shows a major trend to focus on work "with others". It is associated with a less strong "managerial" construct and the linked activity is planning team strategies. The trend is contrasted with solo/practical and there is nothing to suggest that the "others" are non-departmental personnel. It will be seen later that "planning" is a focus which rarely emerges in the analysis. There are no significant trends to focus on people other than clients, staff and other agencies (mainly D.H.S.S.). A focus on the public, the community or other professions appears only rarely. One senior social worker, for example, links "the giving of information to the public" to a "general" trend. Improving the social work image is cited by social workers, senior social workers and social work assistants, in interview, as activity they neglect.

#### Self

The Repertory Grids of two senior social workers, one from each County, throw up a "self" orientation. The "self" focus of one

(County B) is linked with receiving supervision. The focus of the other is on a personal giving of self and is linked with counselling and placing children for adoption. It has been noted that a "self" orientation has not been found by the writer in studies of other occupations.

It is re-inforced in the responses to some of the structured interview questions. Social workers, senior social workers of County A, senior social work practitioners and social work assistants (all the groups with major client orientations) point to the effect on "self" as a major dislike of the job. The effects include encroachment on private life; personal anxieties; coping with failure; and the "rub-off" effect of dealing with people who are failing in some aspect of their life.

There is also, arguably, an element of "self" in the expressed likes of the job. All the career groups, except senior social work practitioners point to the personal challenge and autonomy as factors they like about the job. Other common "likes" are the rewards and the successes.

### Task Centred Orientations

#### Administrative/Organisational Activity

A high focus on administrative and organisational activity is evident amongst all the career groups. The language used by the groups to describe the activity is also quite common. Recording is the most quoted activity, others commonly cited are: use of



telephone; form filling; writing letters; taking applications; attending meetings; travelling and report writing. The latter, however, is cited only by senior social workers and team leaders.

Administration recurs as a powerful specific trend throughout the analysis but the same administrative activities are also commonly linked to a variety of labels. Practical/Physical is one which emerges particularly amongst senior social workers (County A).

Team leaders share trends with others to focus on administrative activity as "general" or "solo". Other labels which are commonly linked with the administrative activities listed above are: routine; predictable/planned; and internal/in office. Also linked, but less commonly, are labels like : time wasteful; time consuming; less productive, less enjoyable and chores.

Whatever the descriptive label associated with administrative/organisational activity it is very commonly contrasted with people centred activity and particularly client activity. The powerful trend to discriminate between administration and people is common to all career groups.

The high focus on administration is also evident in the responses to the structured interview. Except for team leaders and the two senior social workers of County B (who are predominantly occupied with staff issues), all the career groups point to organisational or administrative activity as their most time consuming. All groups spend a significant amount of their time in the office.

All career groups see routine administration (particularly filing and message taking) as being inappropriately undertaken by them. The volume of administration and/or lack of administrative support is identified by all groups (except senior social work practitioners) as a major dislike of the job and as a factor which makes it difficult to perform the job. It is interesting that although senior social work practitioners acknowledge the time consuming, and often routine, nature of administration, it does not seem to be as great a problem to them. It has been noted that senior social work practitioners, at the time of the study, had a higher level of administrative support than other groups. Their ratio of administrative support was in line with County A's newly passed County Council resolution (1 admin. support person to every 4 social workers) which was in the early days of implementation.

### Management

It has been noted that management does not emerge as a significant trend in the Grid analysis and that it does not feature strongly in the language used by any of the career groups to describe their jobs.

The only two specific management orientations found are in the Grids of a senior social worker of County B and a senior social work practitioner of County A. All the linked activities are task centred, for example, maintenance of a handicap register and keeping records.

There are trends, however, which appear to focus on "being managed" or "being supervised". Receiving supervision is, for example, linked by two of County B's social workers to their "monitoring"

trends - other linked activities include telephoning and recording. The monitoring trends could arguably suggest that these two workers have a caseload management focus. "Being trained" is linked by one senior social worker of County A to a "specific" trend. Another, and a social worker, link it to "internal" trends. One of the team leaders links communicating with area management to an "external" trend.

Other trends also emerge (but only in three of the Grids) which relate to activities which are often associated with management: decision making; and problem solving. One of the two social workers with a decision making focus links it solely with the practical occurrence of the car breaking down. For the other it is associated with case conferences. The problem solving trend of the senior social worker (County A) is associated with contact with D.H.S.S.

Some responses to the structured interview questionnaire focus on management issues, particularly those of team leaders and the senior social workers of County B. Both groups, for example, indicate a particular liking for the management/development aspects of their job. As shown before, however, neither group likes their authoritarian role and one team leader identifies the task of asking social workers to re-priorise their work as the most difficult. On the other hand, the same team leader identifies the delegation of management authority as a factor which makes the job easier.

It has also been shown that management features high in the training needs identified by the two team leaders and the two senior social workers of County B. All four said they felt insufficiently trained for their management responsibilities. All other groups, except social workers, also identify a need for training in aspects of general management: public speaking; priority setting; chairing meetings; communication; negotiating for resources and autonomous decision making.

Autonomy is a factor of the job which all groups, except senior social work practitioners, point to as particularly liked. Although, when asked, most respondents indicated that their managers had knowledge of what they do, the majority qualified their response in terms of management level or extent of knowledge. Six workers from County A were certain that their managers had no knowledge of what they do: 2 from elderly service teams; 2 from mental health teams and 2 from child care teams.

There were differing views on the appropriateness of the limited, or lack of, management knowledge. Some, in each group, thought that managers' limited knowledge is appropriate to the job, others pointed to their limited knowledge with an element of complaint. One team leader suggests that managers know, but do nothing about the fact that casework demands prevent them from managing the Area.

### Planning

Evidence suggests that there is little focus amongst any group on planning. The Grids of three senior social workers (County A)

throw up "planning", "planned" or "part of plan" trends but they are not strong and there is little in the analysis of these Grids to suggest a perceived role in any macro aspects of planning. Some of the linked activities are arguably associated with individual case work planning, for example, planning meetings (known to be casework related), using the telephone and making contacts with other sections and agencies. Other activities linked to these grids may be more developmental and arguably more strategic: meeting specialist areas of need and developing groups for Carers.

One social worker and one team leader show an involvement in planning but in neither case is planning the major focus. The social worker links "plan ahead" to a major social work/specialist trend and the other linked activities suggest, again, a casework planning orientation - they are client crises and counselling. "Plan ahead" is also linked by this worker to a secondary "lack of opportunity" trend.

The planning activity of the team leader is strategic: planning team strategies. The major focus of the trend to which it is linked, however, is the distinction between activity undertaken with others and activity undertaken alone (driving and report writing). There is a less strong "managerial" construct associated with the "with others" trend - but the "people" orientation of this team leader is stronger than the managerial (or planning) orientation.

Planning features only occasionally in the responses to the interview questionnaire. One team leader identifies the planning of area services (as distinct from provision) as a major objective and one senior social worker sees contributing to service planning as an objective. One senior social worker and one social worker point to lack of long term planning and investment as a dislike of the job. Three senior social workers and one senior social work practitioner feel they should be doing more in the influencing of policy. Only one senior social worker (child care) identifies planning as activity which requires particular skills.

#### Other Orientations

Although the job perceptions of all social work career groups are dominated by a trend to discriminate between people and tasks (particularly administrative and organisational activity) other trends have emerged. The more significant ones are described below.

#### General/Specific

Sixteen of the total population distinguish between general and specific aspects of the job. The trend appears amongst all groups.

The activities linked most often by all groups to the general trend are liaison and administration - related linked activities are use of telephone and recording. Other activities linked to the general

trend are developing resources and developing relationships.

The only elements in all the Grids which are to do with influencing policy are linked to the general trend; influencing departmental policy (social work assistant, County B) and influencing society (senior social worker, County A).

Most of the activities linked to poles which contrast with a general focus tend to be specialist or job specific for example: registering childminders; communicating with the deaf; securing Place of Safety Orders and dealing with complaints about staff.

#### Predictable/Unpredictable

This orientation tends, generally, to support evidence already noted of a strong association of clients with crisis and disruption.

Client activity (for example, emergency duty visits; child abuse investigations and safeguarding clients' rights) is associated with labels like unpredictable, and unplanned. They are contrasted with trends like predictable, routine and planned to which are linked, in the main, administrative and organisational activities: recording, meetings and liaison.

The predictable/unpredictable trends are relatively more significant amongst senior social workers, six of whom show them. They do, however, appear in the Grids of one senior social work practitioner and one social worker.

These trends also confirm the general tendency to contrast people

centred activity (particularly clients) with administrative activity.

### Time/Frequency

These trends can be broken down into two sub groups: time availability and time scale or frequency.

Lack of time is generally associated with administrative activity (administration, recording and meetings) and developmental activity like teaching braille, planning ahead and reading to keep up to date. This focus is evident in the Grids of one social worker, one senior social worker and one senior social work practitioner. The Grid of another senior social worker shows a "no time for" construct supporting a very powerful "chores" trend which accounts for 80.52% of deviance (see p.130 ). Again, administrative activity is linked: answering the telephone and attending meetings. The linking of "chores" with "no time for" might prompt questions of choice (see Stewart 1967). This will be discussed later.

One social worker, two senior social workers and a social work assistant discriminate between short term (or one-off) and long term involvements. Activities linked to short term trends are various but discreet, for example, office interviews, visits to Day Centres, emergency Duty visits and taking applications. "Long term" activities are commonly client centred: counselling interviewing, listening and caring for the elderly.



## Internal/External

All groups, except senior social work practitioners show a trend to discriminate between activities which are internal and those which are external. Although only six workers in all have the trend, for two it is a major trend.

The internal trend is linked generally to administrative activity for example, use of telephone, recording and writing letters.

Commonly linked to the external trend is client centred activity: home visits, counselling; escort duties and visits to residential establishments.

The Grid analysis of external orientations does not show a focus on an environment external to the Department other than in the narrow client sense. It has been shown that within the people centred trends, social workers at all levels tend, generally, to focus on clients and colleagues and only to a limited extent, on other agency liaison. There is little in the evidence to suggest a wider community, service, or multi agency perspective.

## Resources

One senior social work practitioner has a specialist resource development role and this is reflected in the Grid analysis. Resources do not however emerge in this Grid as a specific trend.

Only two senior social workers have trends related to resources. One distinguishes between developing a resource (to which is linked communication), and use of an existing resource (visits to Departmental establishments). The other focuses on knowledge of resources and links it with provision of practical assistance and negotiation with others who may be able to help.

This very limited emergence of a resource orientation in the Grid analysis is interesting in view of the importance attached to resources in some of the responses to the interview questionnaire. Five social workers, two senior social workers and two social worker assistants identify working without resources as one of their most difficult activities. All the groups point to resource difficulties as the factor which more than any other makes it difficult for them to do the job. Resource problems also rank equally with "effects on self" as the factor most disliked about the job. It is also interesting, though, that only two (senior social workers) point to the availability of adequate resources as a factor which makes the job easier.

Only once is developing resources identified as activity which should be undertaken but which is not - by a specialist social worker for the deaf who professes lack of time.

The emphasis (in interview) on lack of resources might suggest that the environment of social workers is typical of that of "street level bureaucrats" as described by Lipsky (see p. 63 ). This will be further explored later.

## IMPLICATIONS

### The Job Analysis Implications

The findings of this study confirm the well documented problems encountered in defining the social work task (see Chapter 3). The language used by social workers to describe their activity tends to be general. Some of the common descriptions of client interventions, for example home visits and offering support, tell little of the content or purpose of the activity. The difficulties faced by social services departments in categorising the actual contribution made by social workers (Hill, 1980), may be exacerbated by the imprecision of their task definitions. The apparent similarity of the job perceptions of social workers (level I/II) of both Counties and the level III workers of County A may, in part, be attributable to the generality of task descriptions. The perceptions may also, however, be affected by organisational structure and this will be discussed later.

The language used by all the "practicing" social work career groups (social workers of both Counties; level III workers of County A; senior social work practitioners and social work assistants) to describe their activity is not very different to that used to describe their objectives. They tend to be expressed in fairly narrow terms of individual client service, for example, relieving individual suffering and being available to the client. There are many similarities in the way that all these groups perceive the job. The main significant difference is the absence of crisis activity in the Grids of social work assistants.

The high focus on client activity found amongst the practitioner groups is not surprising but the individualistic nature and the narrowness of the focus is worthy of note. Conversely, the general absence of a client focus amongst those with supervisory responsibility may beg the question as to whether they perceive for themselves a role in the establishment of common norms and values for client interventions.

The picture of social work practice that emerges from the analysis seems far removed from some of the job requirements highlighted by the A.D.S.S. document "Competence for Caring" which includes, for example, development of collaborative working within organisations ... implying integrated planning and development, and the involvement of consumers and politicians in the planning process (see p. 49 ). There is little evidence of a planning orientation in the job perceptions of any group, nothing to suggest an involvement with politicians and very little to suggest a focus on the wider external environment.

Management and decision making, too, rarely feature in the language used by social workers to describe their work. The language that is used to describe what may be considered as management is the language of a peer professional relationship. Lacking from the analysis are terms like managerial responsibility for others, co-ordination, long-term planning, control, service development, objective setting and performance evaluation. There would appear to be a need for some significant re-orientation of social workers' perceptions if they are to reflect more recent descriptions

of the social worker's role (see also Mallinson 1986b).

The interview analysis suggests that those who practice social work with children and families have a different view of the skills and demands of the job than those who work with the elderly. Generic workers of County B (who have a mixed caseload) tend to link with the child care specialists of County A in identifying child care as the area of work requiring particular skills and abilities. But they link with the elderly services specialists as the only group to identify organisational factors (for example, lack of resources) as the most stressful. This may lend support to the findings of a previous study by the writer (Ollis 1983) that work with different client specialisms require different skills, abilities and personality traits.

There is a powerful trend amongst all the social worker "practitioners" studied to see their jobs in two main dimensions - client activity and administrative activity. There are very few trends which associate clients with, for example, recording or report writing - they are almost invariably seen in contrast. It has been shown that clients are not generally linked with task centred activity they are linked most commonly with one to one contact or communication activities. Other trends show that administration is commonly perceived as routine or predictable and by many it is cited, often with an element of complaint, as the most time consuming aspect of the job - and by a significant number as the most disliked.

The analysis shows that the highly specialist roles of the senior social work practitioners are reflected in their perceptions of their job. They define their activities in more specific terms and their stated objectives are more clearly related to their job roles.

The different job perception of the social work assistant of County B is also thrown up clearly in the Grid analysis. This worker, who carries a functional responsibility to support day care services for children (as opposed to her County A colleagues who carry client caseloads) has a predominant trend to focus on the job in terms of "the purpose" and "the task". All the social work assistants, however, tend to share the major trend of other groups to discriminate between people centred activity and administrative activity. The interview responses show many similarities in the perceptions of all the social work assistants studied - a notable example is a common concern about their role in assessment.

The Grid analysis of four of the workers studied show that they have a perception for their jobs which is quite significantly different to the perception of the rest of the sample. They are the two team leaders and the two senior social workers of County B, all of whom have defined managerial/supervisory roles. They share the common trend to distinguish between people and organisational or administrative aspects of the job but their prime people focus is on staff. They do not have a direct client focus in their perceptions of the job.

The interview analysis confirms the major differences between these four and the rest of the sample. Their objectives, in the main, are expressed in terms of the planning and provision of local services - but the announced objectives are not significantly reflected in the Grid analysis. The evidence suggests that these workers are distracted from their planning and service management objectives by the disruptions inherent in their staff supervision roles. These and other implications of organisational structure will be discussed later.

The analysis suggests that all groups have difficulty with objectives, either in identifying them or in keeping to them. Stewart (1967) has found that this is common amongst people in highly fragmented jobs.

Stewart also shows that there are sometimes startling differences in the description of a job by job holder and boss. Some of the job holders she studied were absorbed in so much detail that they had little time for the self-generated aspects expected by the boss, who she suggests often underestimates the amount of routine work to be done (see Chapter 4). A team leader in this study complains that managers fail to acknowledge that case work demands interfered with the management of the Area.

Although management appears only rarely in the language used by social workers of all career groups to describe their work, the findings of this study suggest that there are many similarities between the nature of social work and the nature of managerial work.

According to Whitely Stewart, Mintzberg and others the following are some of the typical characteristics of managers:

1. most of their activities are of short duration - brevity is the key note
2. they are subject to constant interruption and their work is liable to fragmentation
3. reflective thinking and planning takes second place to live action
4. much of their work is carried out through face to face contact, through formal or informal discussion with other people
5. very little contact time is spent in decision making
6. much of their work is not controllable and is determined by others (see pp. 66 & 67).

#### The Organisational Structure/Process implications:

It can be argued that many of the findings of this study reflect the organisational structure and processes of the host Departments.

Perhaps the most obvious is the significant difference between the job perceptions of the level III "senior" social workers of County A and the senior social workers of County B.

The job perceptions of the level III workers of County A appear to be very similar to those of the social workers in both Counties. This may not be surprising as County A's level III workers progress naturally from level II (subject to assessment of competence after



2 years post qualifying practice) whilst the social workers of County B, who have no natural progression, may have had many years post-qualifying experience on the social worker I/II grade.

But N.J.C. Conditions suggest that there are other expectations of level III workers which are not evident in the perceptions that emerge from those studied in County A - in particular: that they should "contribute to the development of other social workers ... (and) .... contribute to the development of new ways of working."

The senior social workers of County B, on the other hand have a clear developmental brief within their staff supervision role. There is also evidence of involvement in other developmental activity - one element given, for example, is development of a volunteer scheme. These two workers, however, have no direct client focus in their perceptions and it is questionable whether their contribution to the development of new forms of working is as intended by the N.J.C. in their description.

It has also been shown that the casework supervision demands made upon the senior social workers and the team leaders of County B prevent them, they say, from meeting their stated objectives of service planning. Each of the four have supervisory responsibility for half a social work team and the high focus on staff supervision is reflected in their Grid analysis. Planning and management are secondary to people, and particularly to staff, in the perceptions of the four.

It can be argued that neither County A nor County B have organisational

structures which promote the contribution of level III social workers as outlined in N.J.C. Conditions.

The senior social work practitioners of County A could, perhaps, lay better claim to meeting the N.J.C. description of the level III social worker, though they are more highly graded (S02). They undertake case work with the most difficult to place children and they are involved in the development and implementation of new and highly specialist approaches to child care and the provision of new resources. They also have a clear role to act as advisor and consultant to other social workers.

A major problem faced by these workers, however, is a resistance amongst social worker colleagues to their specialist roles. Their position in the organisational structure may be a cause for this resistance. Although based in Area Offices, from where the rest of the County A study sample were taken, they are managerially accountable to a Principal Officer in Headquarters. This may create a problem of conflicting sub-structures as described by Litwick (see Chapter 2). He suggests that some workers may view different specialisms as being in competition for limited funds - not as different techniques for different purposes. He calls this "competitive inter dependence." He advocates instead an organisation that provides "facilitative interdependence" wherein no two units can each gain its own goals without helping the other. Also, there may be concerns about personal status and security operating here - the sort of factors which Perrow (1974) suggests are fundamental characteristics of organisations (p. 31 ).

A problem that senior social work practitioners do not appear to encounter to the same degree as other workers is the volume of routine administration. Their higher ratio of administrative support (1 admin person to 4 social work staff) must be considered a major contributory factor in this finding. It has been noted that County A is committed to providing the same level of administrative support to the rest of its social work staff and it would be interesting to discover whether their job perceptions change significantly as a result.

Another finding related to the specialist organisational structure of County A needs to be noted. Four workers in that County consider it inappropriate for them to advise "duty callers" on matters outside their specialisms - two are level III workers in elderly services teams, one is a level III worker in a child care team, and one is a child care senior social work practitioner. Although this view is not commonly expressed, it indicates that specialisation in work with a particular client group may lead to a lack of confidence in responding to the needs of others. This may have implications for managers involved in the organisation of service delivery as well as for trainers.

It has already been shown that organisational factors result in quite different job perceptions emerging amongst social work assistants. The social work assistant in County B has a role which is arguably distinctly different to that of County B's social workers - more functional and organisational. The job perceptions of social work assistants in County A, on the other hand, emerge with many more similarities to the social worker role - with a casework orientation.

There is a recurring reference to lack of resources throughout the interview responses of all groups, although there is little evidence of a focus on resources in the Repertory Grid Analysis. Provision of resources, it would seem, is something that is the responsibility of "someone else" in social workers' perceptions, even those of team leaders who have a service management role. This may suggest a need for a closer involvement of practitioners in decisions related to the provision and allocation of resources. Alternatively, social workers may need to be urged to re-consider their role as human resources and as developers of resources.

Lack of adequate resources is one of the factors which Lipsky (1980) suggests is typical of the work environment of "street level bureaucrats." Such an environment is also: complex and uncertain; it entails interaction with clients; it provides opportunity for discretion in decision making; the worker can have a major impact on clients; there are ambiguous role demands, and there are physical and psychological challenges to his/her authority.

Lipsky suggests that people who work in the "street level bureaucrat" environment will develop coping mechanisms. In one study, following Lipsky's theory, it was found that one of the coping mechanisms developed was to blame other parts of the system (see Chapter 4 p.63 ). The fact that lack of resources recurs as a strong complaint, despite an almost total lack of resource orientation in the Grid analysis, might suggest that social workers, too, have a tendency to blame other parts of the system as a coping mechanism.

Another possible example of a coping mechanism is the importance attached to team/colleague support in the interview responses of all groups. It is the factor most often cited, by far as making the job easier. Interestingly, however, a team/colleague orientation appears in only 4 of all the grids - and not at all amongst social workers. Where it appears it is predominantly associated with administrative activities like recording and meetings. There is little to suggest a relationship between client activity and team working or an association between teams and service planning.

The organisation of social services departments is traditionally, and commonly, based on the concept of social work teams. The increasing societal and media call for personal accountability amongst social work practitioners and for community working, may require a move away from the team model. The virtual absence of "the team" from the Repertory Grid analysis may suggest that the team is less a real need for effective working and more a coping mechanism for psychological support. Certainly the findings of Epstein (1970a) suggest that, in comparison with other professions, social workers do not consider the judgement of professional colleagues to count highly regarding their professional performance. The judgement of administrators and supervisors has the highest ranking in the results of his study (see Table I, p.6 ).

The organisation of social services is becoming increasingly complex and the potential for conflict arguably grows with an increasing

return to specialisation. The findings of this study suggest that there may be value in the multi-model contingency approach to organisational structure advocated by Litwick (Chapter 2).

### The Professional/Managerial Implications

The degree of similarity found in the perceptions of all the "practicing" workers may prompt social work managers to review, generally, whether their processes and criteria for work allocation are effective in matching skill and experience with the complexity of the work. Social workers of both Counties and the level III "senior" workers of County A all undertake routine client activity which they consider to be inappropriate to them, for example, transporting, shopping and household chores.

There has been, traditionally, high importance attached to maintaining the same client/social worker relationship over time, regardless of changes in the presenting problems. Social workers, particularly, show a high focus on relationships in this study. This client/social worker caseload stability may be a reason for the spread of "inappropriate" routine client activity across all practitioner career groups.

The results of another survey, undertaken by C.C.E.T.S.W. in 1987 (see Chapter 3), may also suggest a need for managers to review their work allocation procedures. It has been shown that the Council records as "remarkable" the finding that 13% of newly qualified staff (less than 9 months in their first post-qualifying job)

identified child abuse as the special emphasis of their work - this increased to 18% with second ranked emphasis included. It is interesting that, in this study, although child care activities feature high in the identification of activities for which social workers feel insufficiently trained, child abuse, specifically is identified by only three workers (two child care social workers of County A and one of the senior social workers of County B).

The responses of social work assistants to the interview questionnaire also throw up some cause for managerial concern. Although crises do not feature in the description of their activity, the findings suggest that social work assistants, generally, are anxious about their role in the assessment of situations. One of the most stressful aspects cited is a clear example: "making client decisions based on gut feelings". (It should be remembered that this group has not had professional social work training). Managers may need to ask themselves whether social work assistants have the skills (and willingness) to perform one of their nationally described functions: "to recognise a need for social worker involvement".

Perhaps the emergence of a strong "self" orientation amongst social work assistants reflects, in part, their anxieties about their role. The "self" orientation (not found by the writer in the study of other occupations) also emerges amongst other groups. In some cases it is associated with self-development, with receiving supervision or with personal rewards of the job - but in others there is further evidence of a relationship between the "self" orientation and stress. Managers may need to take account of what appears to be a recurring

suggestion of personal battering resulting from stresses of volume and crises. It could also be argued, however, that the "self" orientation is, rather, a reflection of the individualistic "one-to-one" perception of social work which emerges throughout the analysis.

Volume of demand, administrative volume and lack of administrative support are commonly cited by all groups as causes of stress and as factors which make the job difficult. In the Grid analysis administration is also associated with lack of time. Other activities associated with lack of time are reading to keep up to date and planning ahead.

But Rosemary Stewart's (1967) study of managers leads her to suggest that "lack of time" is rarely sufficient reason for neglecting some aspect of one's job. She prompts those who complain of no time to ask themselves if they really regret this. She suggests that they may be happiest in the centre of activity and crises. Mintzberg, too, found in his study that "the manager gravitates to the more active elements of his work" instead of developing a capacity to plan. Lau, Pavitt and Newman reached similar conclusions (see Chapter 4).

Stewart also concludes from her studies that some people find it difficult to move from one work pattern to another. Those who are used to fragmented, trouble-shooting jobs, she says, often find it difficult to move to jobs which require move sustained attention. Again, Mintzberg comes to similar conclusions, that managers are conditioned by their workload and that the job of managing does not



develop reflective planners: "rather it breeds adaptive information manipulators who prefer stimulus-response milieu".

Certainly the grid analysis of social workers and the level III practitioners of County A shows a strong crisis orientation. Commonly linked to a client focus, for example, are emergency visits and crisis interventions which suggest a fragmented, trouble-shooting work pattern. They point to more pro-active activity like group work, improvement of liaison and community work as neglected. It is from this group of workers that team leaders and other social work managers will normally be drawn. There is a need for those making promotion decisions to take account of the crisis "conditioning" which may have taken place amongst these workers.

Another of Stewart's concepts may have relevance to this study - the concept of exposure. This she defines as the extent to which the job-holder can make, and must run the risk of making, mistakes or poor performances, either of which can be unmistakably identified as his (see p. 65 ). She warns selectors that some individuals will suffer too much stress to be effective in a really exposed job, or may be tempted to play for safety. The findings of this study suggest that stress is a factor of social work and that social work assistants, particularly, are afraid of making mistakes in their assessment of situations.

In her 1982 work Stewart introduced the model of demands, constraints and choices to the study of managerial work (see p. 60 ). One of the choices she noted for the managers in her study was the amount

of fragmentation of the day. The apparent inability of social workers to undertake those aspects of their work which need sustained attention or a planned approach may be attributable to a choice for high fragmentation. Certainly the variety of the social work task is cited as one of its particular attractions.

Studies of managers also show that they spend one third to one half of their time with external contacts (p. 67 ). But the findings of this study do not show a strong external orientation amongst any of the social work groups, except in narrow terms of client contact. Even team leaders who have a managerial role in service planning and delivery do not show a significant external orientation. The focus of all the career groups is primarily department or client based. Contact with other agencies seems, in the main, to be ad hoc and narrowly associated with casework - and particularly, it would appear, with securing resources for individual clients. Community work and the improvement of liaison is activity cited as neglected by all groups in interview, except team leaders.

The apparent absence in the findings of any significant public or community orientation may add weight to the national call, from various consumer bodies, for an improved "public service orientation" in all local government service agencies. It also brings into question social workers' claim to one of the widely accepted criteria of professional status quoted by Greenwood: community sanction for what social workers do (Chapter 1).

All the groups studied have differing views about how much managers

should know about their work. There is evidence that some workers in each group consider a high degree of autonomy, and limited manager knowledge, to be appropriate to the job. Others point to limited manager knowledge with a degree of complaint (see p.243).

In view of these differing perceptions, managers may need to clarify their expectations in terms of the degree of autonomy afforded to the various career groups. More clarity in measures of autonomy may also help those involved in the pursuance of professional status for the occupation and those presenting a case for higher career grades. There may also, however, be a relationship, amongst some groups, between autonomy and stress. Training programmes, national and departmental, should take account of levels of autonomy and accountability and the possibility of a relationship between these factors and the incidence of stress.

### The Training Implications

It has been seen that there are similarities between the nature of social work and the nature of managerial work and it is therefore likely that social workers can benefit from much of the training recommended by Mintzberg (1973) for managers:

Peer skills - developing implicit contacts with others to serve mutual needs; building and maintaining network contacts; communication, informal and formal, the ability to trade resources in real time; managing the expert - client relationship; political skills associated with the infighting in large bureaucracies.

Conflict resolution skills - interpersonal skill of mediating between conflicting individuals and the decisional skill of handling disturbances.

Information processing skills - finding sources of information; learning how to disseminate information, express ideas effectively and speak as representative of the organisation.

Skills in decision-making under ambiguity - diagnosing unstructured problems and searching for solutions; dealing with a host of decisions, each intermittently, whilst attempting to develop some integration among them.

Resource allocation skills - how to choose among competing demands for resources, including own time.

Entrepreneurial skills - change agent skills; sensible risk taking; innovation and creativity.

Skills of introspection - thoroughly understanding one's job and being sensitive to one's own impact on the organisation - learning by oneself on the job. Mintzberg suggests that no other environment can surpass "on the job" providing the worker knows how to learn from his/her own experience and the organisation provides the vehicle for self-study and inter-worker feedback.

Many of the training needs identified by all groups in the course of this study would be met by Mintzberg's recommended training.

The activity of team leaders and supervisory senior social workers of County B has other similarities with the activity of managers as described by Carlson, Burns and others (see Chapter 4):

- (i) information gathering and problems of supervision are major concerns
- (ii) much of their contact time is spent with subordinates

These workers might benefit additionally from the leadership skills training recommended by Mintzberg for managers: abilities to deal with subordinates, to motivate and train them and to deal with the problems of authority and dependence. Certainly the findings of this study suggest that team leaders and their senior social worker colleagues have problems with the control aspects of their jobs.

It has been shown that there is a lack of any significant planning focus amongst all social work career groups and little to suggest any sustained involvement in developmental activity. Evidence suggests that the work pattern is highly fragmented. Rosemary Stewart points to ways in which trainers can help those in highly fragmented jobs to resist temptations to make the current problem an excuse for postponing consideration of long term ones. In particular, she suggests, they should be given training in defining job objectives, in setting work priorities and in the methods of checking that they are keeping to them.

There is evidence in the analysis of this study that the recurring focus on "self" may, in part, be associated with stress in the job. Responses to the interview questionnaire show that stress is associated with a variety of factors. They are grouped under three headings, organisational/administrative stresses; stresses

of volume or demand; and client related stresses. Mintzberg (1973) suggests that the mind can be trained to tolerate psychological stress and that an understanding of the skills of mediation can be useful in this.

There is also evidence in the findings of a lack of confidence amongst particular groups. Four workers from specialist teams in County A, for example, consider it inappropriate to offer advice outside of their specialism. If workers who normally specialise are required to provide any generic or cross boundary service, trainers should be aware that confidence outside of a specialism can be lost.

Another group that appears to suffer from a lack of confidence are social work assistants. Evidence suggests that training in assessment techniques would be particularly helpful to this group.

Many of the training needs identified by all groups in interview relate to activity which can perhaps be associated with a public service orientation or with inter-agency working, for example, public speaking, negotiation, liaison and participation in meetings. Trainers should respond to these identified needs if an external focus and public service orientation is to be encouraged as professional and public opinion suggests that it should.

Work with children and families is an area of work which is most often identified as requiring particular skills and abilities yet

only three of the total sample said, in interview, that they felt insufficiently trained in child abuse work specifically. In view of the increasing public concern about child abuse and its high media profile some may consider this finding surprising. More generally, however, training for direct client interventions featured high as an identified need. This suggests that training in casework skills like assessment, counselling, casework planning and monitoring remains a prerequisite to successful practice.

The social work task is arguably becoming more complex and the decisions associated with it more crucial in terms of the effect they have on clients, society and the image of the profession. Perhaps managers and trainers can do more to develop the level of expertise needed by those expected to make such sensitive and crucial judgements. Perhaps, too, social workers can be helped to deal more effectively and proactively with the reality of the public and media interest in their work.

The national infrastructure of the profession seems weak in its efforts to provide a corporate identity for the occupation or a balancing input to media debates and the clarification of social work aims and standards. The high incidence of Trade Union Membership compared with a very low incidence of membership of Professional Associations (Williams 1981) shows perhaps a preoccupation amongst social workers with matters of structure and conditions of service rather than with matters of policy, practice and professional community. The finding of this study would appear to confirm the general lack of a policy perspective or a focus on standards of professional practice. It has been suggested that improvements to qualifying courses and the processes for assessment of competence,

together with central registration, would do much to protect standards and to enhance the image of the profession.

Certainly there are indications emerging from this study that social workers are aware, in the identification of their training needs, that they have a role through activities like public speaking, negotiation and interagency working, in promoting the social work image. But there appears to be a need for a significant re-orientation of social workers perceptions if the wider role described by A.D.S.S. and Mallinson, for example, is to become a reality.

Mallinson suggests that training for today's social workers requires a pragmatic blend of management and professionalism. If this view is supported one would expect in future studies of social workers perceptions a much higher focus on, for example, coordination, planning, service development, objective setting performance evaluation, inter agency working, resource development, public relations, and political involvement. One would also expect, perhaps, less commonality across the career levels, of task definition and job perception.



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								PAIR	SINGLE
1	2	3	4	5	6	7	8		
X	X	X							
			X	X	X				
X						X	X		
X					X		X		
	X		X				X		
		X		X			X		
	X								
		X	X				X		
				X	X	X			
X			X				X		
	X	X			X				
X			X	X					
	X					X	X		
X		X	X						
X				X			X		
	X	X	X						
					X	X	X		
	X			X	X				
		X	X			X			
X	X						X		
		X		X	X				

REPERTORY GRID:

ELEMENTS:

Ref:

								APPENDIX 2	

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>		
Constructs	Related Elements	Constructs	Related Elements		
<hr/>					
	<u>Component 1 (      )</u>				
<hr/>					
Label:	<hr/>				
				<u>Component 2 (      )</u>	
<hr/>					
Label:	<hr/>				
				<u>Component 3 (      )</u>	
<hr/>					

## ELEMENTS:

## REPERTORY GRID

REF: +

W1

ELEMENTS:	ASSESSING	LIAISING	CAR BREAK DOWN	COMMUNICATING	EMPATHISING	ADVISING	ENABLING	DEVELOPING RELATIONSHIPS	Constructs:	
									C1	C2
	E1	E2	E3	E4	E5	E6	E7	E8	C1	C2
3	4	3	1	4	3	4	5	4	skills based	/ practical
4	3	3	1	5	5	4	5	5	client relationships/ knowledge, decision making	
5	3	3	1	4	4	2	3	4	assessing clients/ secondary	
4	5	3	3	5	3	4	3	4	communication skills/ serving clients	
4	3	3	3	4	4	4	5	5	client based	/ other agencies
3	4	4	1	4	3	5	3	3	skills based	/ knowledge based
3	4	4	1	4	3	3	4	3	with others	/ separate
3	4	4	1	5	4	4	3	5	clients	/ assessing
3	4	4	5	4	3	4	2	2	practical	/ abstract
									C10	
									C11	
									C12	

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (63.62 )</u>			
C2 client relationships (3.50)	E4 communicating (1.99)	-C2 knowledge/decision making	E3 car breakdown (6.40)
C8 clients (3.02)	E8 developing (1.98) relationships	-C8 assessing	
C1 skills based (2.77)		-C1 practical	
C3 assessing clients (2.42)		-C3 secondary	
Label: client relationships		knowledge/decision making	
<u>Component 2 ( 18.07 )</u>			
-C6 knowledge based (1.93)	E7 enabling (1.49)	C6 skills based	E2 liaising (2.07)
-C9 abstract (1.83)		C9 practical	E6 advising (1.70)
-C4 serving clients (1.63)		C4 communications skills	
Label: knowledge based (abstract)		skills based (practical)	
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF:

W2

E1	E2	E3	E4	E5	E6	E7	E8	Constructs:	
								C1	Client empathy understanding / General admin.
4	1	4	3	4	5	3	2	C2	Agency service / Client development
1	5	2	4	2	2	3	5	C3	Representing clients/ General service
5	1	4	5	2	1	3	5	C4	Developing relation / Other general service
5	5	2	3	2	2	4	5	C5	Agency requirement / Client Service (Admin)
3	1	3	3	4	5	2	2	C6	Developing client / Service potential
5	1	5	4	3	2	3	1	C7	Response to / Communication identified need
5	4	3	3	3	4	2	1	C8	Self assessment / Client assessment
3	1	5	2	4	1	4	2	C9	General (client) / (Client) direct circumstances personal
5	1	3	4	2	5	3	1	C10	initial diagnosis / ongoing
								C11	
								C12	

FLUENT MANUAL COMMUNICATION/  
EMPATHY

DEVELOPING RESOURCES

ACTING AS ADVOCATE FOR  
CLIENTSDEVELOPING RELATIONSHIPS  
WITH CLIENTSDEVELOPING THE POTENTIAL OF  
CLIENTSPROVIDING AN INTERPRETATION  
FACILITY

CLIENT CRISES

RECORDING AND VISITS

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (52.43 )</u>			
-C4 general services (3.80)	E2 recording & visits (5.48)	C4 developing relationships	E1 fluent manual (3.34) communication
C2 agency service (3.78)	E8 developing resources (4.51)	-C2 client development	E6 developing relationship with clients (2.81)
-C10 on-going (3.42)		C10 initial diagnosis	
-C1 general admin.(3.22)		C1 client empathy	
-C7 communication (3.25)		C7 response to identified need	
Label: general (agency service)		developing relationships (client)	
<u>Component 2 (21.81 )</u>			
C3 representing clients (4.22)	E1 fluent manual communication (1.80)	-C3 general service	E6 developing (4.11) relationships with clients
C7 communication (2.32)	E3 client crisis (1.72)	-C7 response to identified need	E2 recording and visits (1.93)
C9 to do with clients' general circumstances (2.14)		-C9 to do with client's individual circumstances	
Label: representing clients		general service	
<u>Component 3 (12.84 )</u>			
C9 clients' general circumstances (2.45)	E5 developing the potential of clients (2.36)	-C9 client's individual circumstances	E1 fluent manual (2.70) communication
-C10 on-going (2.13)	E3 client crises (1.77)	C10 initial diagnosis	
-C5 client service (2.00)		C5 agency requirement	
-C8 client assessment (1.95)		C8 self assessment	
client (general)		client (individual)	

## ELEMENTS:

REPERTORY GRID:

REF:

W3

	E1	E2	E3	E4	E5	E6	E7	E8	
COUNSELLING									
DEALING WITH CLIENTS' FINANCIAL PROBLEMS									
CLIENT CRISES E.G., CHILD RUNNING AWAY FROM HOME									
STATUTORY VISITS TO CHILDREN UNDER CARE ORDER									
MONITORING FAMILIES WHERE CHILDREN COULD BE OR ARE AT RISK I.E. REGULAR VISITS									
LIAISON WITH SOCIAL SECURITY									
RECORDING									
TAKING TIME TO PLAN AHEAD ADEQUATELY									

## Constructs:

C1	Difficult to assess in practical terms	Practical solution
C2	Specialist	Non specialist
C3	Opportunity	Lack of opportunity
C4	High priority	Less priority
C5	Regular	Less regular
C6	Admin	Social work
C7	Visible activities	Non visible
C8	Rewarding	Less rewarding
C9	Core activity	Non core
C10	Not provided for	Provided for
C11		
C12		



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (62.73 )</u>			
-C6 social work (4.77)	E8 plan ahead (5.36)	C6 admin.	E7 recording (4.40)
C2 specialist (4.41)	E3 client crises (3.33)	-C2 non specialist	E6 liaison with DHSS (3.79)
C4 high priority (3.71)	E1 counselling (3.06)	-C4 less priority	E2 dealing with clients' financial problems (3.49)
-C7 non visible (3.47)		C7 visible	
C8 rewarding (3.11)		-C8 less rewarding	
Label: social work/specialist		admin/non specialist	
<u>Component 2 (23.64 )</u>			
C3 opportunity (3.37)	E4 statutory visits to children (2.15)	-C3 lack of opportunity	E7 recording (3.78)
C5 regular (3.29)		-C5 less regular	E8 plan ahead (3.28)
C1 difficult to assess (2.25)		-C1 practical solution	
Label: opportunity/regular		lack of opportunity/less regular	
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF: 333

54

	E1	E2	E3	E4	E5	E6	E7	E8
FORMING A WORKING RELATIONSHIP WITH CLIENTS.	3	4	5	3	5	1	5	5
LIAISON WITH OTHER AGENCIES THE CLIENTS HAVE FOUND DIFFICULT TO WORK WITH	4	2	2	5	3	1	2	1
AN UNEXPECTED ESCORT OF A CLIENT E.G. TO ANOTHER APPOINTMENT G.P. ETC.	3	4	1	1	3	5	1	5
WORKING WITH GROUPS OF CLIENTS AND DEVELOPING LINKS BETWEEN THEM	2	5	1	1	3	5	1	5
BEING AVAILABLE TO CLIENTS AND OFFERING SUPPORT PARTICULARLY IN TIMES OF STRESS	4	3	5	4	5	2	5	1
ATTENDING MEETINGS RELEVANT TO CLEINTS	5	3	3	3	5	2	4	1
OFFERING HELP WITH OBTAINING MATERIAL NEEDS THAT THE INDIVIDUAL OR FAMILY LACKS	4	3	4	1	3	2	2	2
STATUTORY INVOLVEMENT	3	4	5	3	5	1	5	5

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 ( 57.17 )</u>			
-C4 relationships (4.34)	E3 unexpected escort of client (3.83)	C4 officialdom	E6 attending meetings re clients (5.11)
-C3 supportive (3.99)		C3 statutory	
C5 immediate action (3.87)	E7 offering material help (3.46)	-C5 developmental	E8 statutory involvement (5.03)
C10 availability to client (3.02)		-C10 not visible to client	
Label: relationships/supportive		officialdom/statutory	
<u>Component 2 (20.66 )</u>			
-C2 SW help (2.55)		C2 self help	
C8 immediate feedback (2.45)	E2 liaising with other agencies that clients find difficult to work with (1.76)	-C8 not visible	E4 working with groups of clients and developing links between them (4.87)
C7 one to one with client (2.28)		-C7 behind the scenes	
C4 officialdom (2.09)		-C4 relationships	
Label: social work help		self-help	
<u>Component 3 (12.81 )</u>			
C6 relationships/support (2.10)	E1 forming working relationships with clients (2.64)	-C6 statutory	E7 offering material help (2.11)
C7 one to one (2.00)		-C7 behind the scenes	
C2 client self-help (1.57)	E5 being available to clients and offering support (2.08)	-C2 SW help	
-C1 relationships (1.52)		C1 practical/direct	
Label: relationships		statutory	

**ELEMENTS:**

REPERTORY GRID:

REF: 338

55

	LISTENING TO CLIENTS	DRIVING	EMERGENCY DUTY VISIT	EXPLORING OPTION	INTERVIEWING	RINGING D.H.S.S.	GOING TO MEETINGS	BEING DIRECTIVE
	E1	E2	E3	E4	E5	E6	E7	E8
	5	1	5	3	5	1	1	5
	1	1	4	5	3	5	5	1
	4	5	1	3	2	2	3	1
	5	1	5	5	5	5	5	5
	3	1	2	4	3	1	5	2
	5	5	1	4	5	3	3	3
	1	5	1	3	1	4	5	1
	4	1	5	3	4	3	2	4
	5	1	4	3	5	2	1	2
	3	1	2	3	3	5	4	1
	3	5	1	4	3	3	5	5

REF: W5

REPERTORY GRID:

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 ( 47.98 )</u>			
C1 client contact (5.02)	E3 emergency duty visit (4.15)	-C1 not necessarily client contact	E2 driving (5.43)
-C7 closer contact with client (4.79)	E5 interviewing (3.12)	C7 more detached role	-E7 going to meetings (4.06)
C9 allowing clients to give their point of view (3.67)		-C9 more directive role	
C8 less relaxing (3.29)		-C8 more relaxing	
Label: client contact		not necessarily client contact	
<u>Component 2 ( 26.90 )</u>			
C2 usually involves other agencies (4.74)	E6 ringing DHSS (2.96)	-C2 more individual client/family based	E2 driving (4.41)
C10 more frustrating (2.82)	E7 going to meetings (2.84)	-C10 less frustrating	E1 listening to clients (2.17)
C4 involves greater contact with others (2.47)		-C4 more individual	E8 being directive (2.10)
Label: involves other agencies (liaison)		client/family based	
<u>Component 3 (11.87 )</u>			
C6 more frequent (2.61)	E1 listening to clients (2.33)	-C6 less frequent	E3 emergency duty visit (2.36)
C5 results tend to be long term (if at all) (2.43)	E5 interviewing (1.65)	-C5 easier to see immediate results	E8 being directive (1.98)
C3 usually passive role (1.84)	E4 exploring options (1.38)	-C3 more directive	
C9 allowing client to give point of view (1.80)		-C9 more directive role	
more frequent/long term results		less frequent/immediate results	

## REPERTORY GRID:

(B) W6

COMMUNICATION	VISIT CLIENTS	CONTACTING OTHER AGENCIES IN RELATION TO A CLIENT	CASE CONFERENCES	STATUTORY REVIEWS	TELEPHONING	VISITING OTHER ESTABLISHMENTS	SUPERVISION
E1	E2	E3	E4	E5	E6	E7	E8
5	4	3	2	4	1	2	2
4	5	2	1	2	3	3	3
5	5	4	2	2	3	5	2
5	5	4	5	5	4	3	4
4	1	2	5	5	3	4	3
2	3	2	5	5	2	2	3
5	5	4	1	1	3	4	3
1	1	5	5	5	3	5	3
3	1	3	3	3	2	3	3
5	3	4	5	5	4	4	4

REF: (B) W6

REPERTORY GRID:

Constructs:	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
	Building relationships/ Bridge building for clients	Communication between / Regular legal involved parties / requirements	Keeping in touch for / Monitoring benefit of client	Necessary for me to / General daily perform my job activity as part of job	Involve meetings in / Visiting clients in relation to clients own homes	Supervisor involved / No supervisor involve personally.	Aimed towards / Bringing together of parties assisting client to ensure we are going in right direction.	Likely that other / Routine checking Agencies involved / keeping in touch	Dependent of location/ More general of client	Information / Monitoring		

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 ( 59.72 )</u>			
-C7 bringing together of parties to ensure we're going in the right direction (4.01)	E4 case conferences (4.50)	C7 aimed towards assisting clients	E2 visit clients (4.74)
C8 likely that other agencies are involved (3.82)	E5 statutory reviews (3.78)	-C8 routine checking/keeping in touch	E1 communication (3.27)
-C3 monitoring (3.08)		C3 keeping in touch for benefit of client	
-C2 regular legal requirements (3.05)		C2 communication between involved parties	
C5 involve meetings in relation to clients (2.77)		-C5 visiting clients in own homes	
Label: liaison/monitoring		assisting clients	
<u>Component 2 (18.33 )</u>			
-C1 bridge building for clients (2.63)	E7 visiting other establishments (2.31)	C1 building relationships	E1 communication (2.09)
C8 likely that other agencies are involved (2.00)	E3 contacting other agencies in relation to clients (1.82)	-C8 routine checking/keeping in touch	E5 statutory reviews (2.00)
-C6 no supervisor involved in my decision to act (1.95)		C6 supervisor involved personally	
-C4 general daily activity as part of the job (1.79)		C4 necessary for me to perform my job	
Label: bridge building/liaison		relationships/checking	
<u>Component 3 (11.36 )</u>			
-C3 monitoring (1.70)	E6 telephoning (1.45)	C3 keeping in touch for benefit of client	E1 communication (1.78)
-C5 visiting clients in own homes (1.57)	E2 visit clients (1.44)	C5 involve meetings in relation to clients	E7 visiting other establishments (1.67)
-C1 bridge building for clients (1.52)	E8 supervision (1.38)	C1 building relationships	
-C9 more general (1.20)		C9 dependent on location of client	
-C8 routine checking/keeping in touch (1.19)		C8 likely that other agencies involved	
Label: monitoring		liaison/contact	

### ELEMENTS:

## REPERTORY GRID:

REF:

(B) W7

[illegible]



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (70.62 )</u>			
-C5 planned activities (3.33)	E4 administration (5.03)	C5 relationships	E3 liaison with other agencies (4.10)
C4 continuous assessment (3.27)	E1 assessment (4.80)	-C4 relationships/communication	
C1 skills learnt in training (3.23)		-C1 more informal relationships	
C6 assessing my role (3.01)		-C6 part I enjoy	
-C9 more formal meeting (2.97)		C9 less formal meeting	
C8 philosophy/objectives of my agency (2.93)		-C8 philosophy/objectives of other agencies	
Label: planned activities		relationships	
<u>Component 2 (16.87 )</u>			
-C7 writing skills (3.33)	E4 administration (2.83)	C7 verbal communication	E2 interviewing (2.67)
Label: writing skills		verbal communication	
<u>Component 3 ( )</u>			
Label:			

## REPERTORY GRID:

(B) w8

	ASSESSMENT	CRISIS INTERVENTION	RECORDING	SUPPORTING	SUPERVISION	HOME VISITS	MAKING/RECEIVING TELEPHONE CALLS	TRAINING
E1	E2	E3	E4	E5	E6	E7	E8	
3	4	1	4	1	5	1	1	
4	4	4	4	3	5	5	1	
5	5	4	5	3	5	5	1	
1	5	4	1	1	2	3	1	
2	1	2	1	3	1	1	5	
5	5	2	2	3	2	5	3	
3	5	2	2	1	2	5	1	
5	2	5	5	5	3	1	5	
5	1	4	3	5	3	1	5	
5	5	5	3	5	3	3	1	

REF: (B) W8

REPORT GRID:

Principal Component Analysis

<u>Pole</u>				<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements	
<u>Component 1 ( 55.11 )</u>				
-C9 less supervised (4.02)	E2 crisis intervention (5.03)	C9 more supervised	E8 training (5.82)	
C7 can be very disruptive (3.83)	E7 making/receiving telephoning calls (4.18)	-C7 more controllable	E5 supervision (3.30)	
-C8 more intuitive/ reactionary (3.63)		C8 part of disciplined process		
-C5 planned/admin. (3.27)		C5 my personal development		
C3 work directly related to client (3.22)		-C3 my personal development		
Label: less supervised/reactive		more supervised/controllable		
<u>Component 2 (18.19 )</u>				
-C1 in office (3.16)	E7 making/receiving telephone calls (2.73)	C1 direct work with clients	E4 supporting (2.64)	
C6 clear lines of communication (1.99)	E8 training (2.46)	-C6 more encapsulated	E6 home visits (2.63)	
-C3 my personal development (1.82)		C3 work directly related to client		
Label: in office		with clients		
<u>Component 3 ( 12.24 )</u>				
-C10 nothing directly to do with outcome of client case (3.51)	E8 training (1.93)	C10 part of monitoring process of client and worker	E3 recording (2.06)	
	E6 home visits (1.90)		E1 assessment (1.80)	
			E5 supervision (1.64)	
indirect to outcome of case		monitoring process		
Label:				

## ELEMENTS:

REPERTORY GRID:

REF:

(B) W9

	MAKING TELEPHONE CALLS	SECURING PLACE OF SAFETY ORDER	COUNSELLING INTERVIEWS	SUPPORT TO CLIENTS	RINGING D.H.S.S.	DEALING WITH DUTY CALLERS	ADMINISTRATION
E1	E2	E3	E4	E5	E6	E7	E8
5	4	1	2	5	3	1	5
5	1	3	1	3	1	1	4
1	2	5	5	4	3	4	1
3	3	4	1	2	3	2	1
3	3	5	3	3	2	3	2
4	1	5	2	2	1	3	1
1	4	1	2	3	5	3	2
1	3	2	1	3	4	4	4
3	3	1	1	3	5	4	5
5	5	1	2	3	5	3	5
5	4	1	3	5	3	2	5

## Constructs:

C1	Relates to most cases	/ Usually emergency
C2	Routine	/ Action response predictable
C3	Face to face contact	/ Not necessarily face to face
C4	One-off	/ Series of activities over longer period
C5	Stressful	/ Not so stressful generally
C6	Could result in Court	/ No Court involvement
C7	Not necessarily legal	/ Has legal connotations
C8	One-off interview	/ Series of interview
C9	Part of practical supporting	/ More one-off
C10	"nuts and bolts" of job	/ Interface with clients
C11	Relates to all cases	/ Not all
C12		

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 ( 51.55 )</u>			
-C10 interface with clients (3.94)	E3 securing Place of Safety Orders (6.16)	C10 "nuts & bolts" of job	E8 administration (4.47)
-C1 usually emergency (3.93)		C1 relates to most cases	
C3 face to face contact (3.76)	E4 counselling interviews (3.24)	-C3 not necessarily face to face	C11 relates to all cases
-C11 not common to all cases (3.37)		C9 part of practical supporting	
-C9 more one-off (3.23)			
<b>Label:</b> client interface/emergency		"nuts & bolts"/general	
<u>Component 2 (27.87 )</u>			
C2 routine (3.79)	E1 record keeping (4.61)	-C2 unpredictable response/action requirement	E6 ringing DHSS (3.49)
-C7 legal conotation (3.16)		C7 not necessarily legal	
C6 could result in Court (2.32)		-C6 no court involvement	E7 dealing with duty callers (2.47)
-C8 series of interviews (2.24)		C8 one-off interview	
<b>Label:</b> routine		unpredictable	
<u>Component 3 ( )</u>			
<b>Label</b>			

## ELEMENTS:

REPERTORY GRID:

REF:

(B) W10

VISITING CLIENTS REGULARLY	RECORDING	TRAVELLING	CONTACT WITH OTHER AGENCIES RE CLIENTS	REVIEWING CASES, IN CASE THEY CAN BE CLOSED	ATTENDING CASE CONFERENCES AND REVIEWS ON CHILDREN IN CARE	VISITS TO CHILDREN'S HOMES	LIAISON WITH VOLUNTARY AND STATUTORY AGENCIES
E1	E2	E3	E4	E5	E6	E7	E8
5	1	5	4	1	2	4	3
2	3	2	4	4	5	3	4
5	3	4	3	4	3	4	2
3	3	2	5	3	5	2	4
2	1	3	4	3	3	5	3
1	3	1	4	5	5	1	4
1	5	3	2	5	5	2	2
1	1	1	4	3	5	3	4
2	4	5	2	2	2	2	4
2	2	2	5	4	5	3	3

## Constructs:

C1	Travelling involved	/	Office based
C2	Contact with other activity	/	Management activity
C3	Keeping up continuity of casework contact	/	More general liaison
C4	Information gathering	/	More general
C5	Other key workers	/	Office based
C6	Decision making	/	Operation in itself
C7	Recording involved	/	Liaison (more general)
C8	Exchanging information	/	General common activity
C9	Practical, functional	/	Professional
C10	Other agency involvement	/	Professional activity
C11			
C12			

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (55.25)</u>			
C6 decision making (4.68)	E6 attending case conferences/reviews (4.68)	-C6 operation in itself	E1 visiting clients regularly (4.20)
C8 exchanging (3.38) information		-C8 general/common activity	E3 travelling (4.08)
-C1 office based (3.16)		C1 travelling involved	
C10 other agency (2.82) involvement		-C10 professional activity	
C2 contact with other agencies (2.73)		-C2 management activity	
Label: decision making		an operation	
<u>Component 2 (25.74)</u>			
-C7 liaison/general (3.04)	E4 contact with other agencies (2.87)	C7 recording involved	E2 recording (4.21)
C1 travelling involved (2.67)		-C1 office based	
C5 other key workers involved (2.47)	E7 visits to Children's Homes (1.97)	-C5 office based	
C8 exchanging information (2.22)		-C8 general/common activity	
Label: liaison/general		recording/office based	
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF:

S1

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	Constructs:		
														Face to face contact	More indirect contact
COMMUNICATION WITH COLLEAGUES, CLIENT GROUPS, OTHER AGENCIES	5	1	5	3	5	1	3	1	3	5	1	2		C1	Initial assessment / Specifically part of not necessarily ongoing an ongoing plan
USE OF TELEPHONE	5	1	5	3	5	1	3	1	3	5	1	2		C2	Involving clients / Providing a resource with groups outside their own home
OFFICE INTERVIEWS	5	1	5	3	5	1	3	1	3	5	1	2		C3	Developing things / Using an established with help of others process
VISITING CLIENTS IN THEIR HOMES OR OTHER LOCATIONS	5	1	5	3	5	1	3	1	3	5	1	2		C4	Direct contact / Indirect contact
CONTACT WITH FAMILY AND EXTENDED FAMILY	5	1	5	3	5	1	3	1	3	5	1	2		C5	Part of a plan / Could be just an of action initial contact
ADMISSIONS AND DISCHARGES INTO AND FROM RESIDENTIAL HOMES	5	1	5	3	5	1	3	1	3	5	1	2		C6	Specific tasks that / Aid to communication have long term benefits
VISITS TO RESIDENTIAL HOMES AND DAY CENTRES	5	1	5	3	5	1	3	1	3	5	1	2		C7	Outside normal / Office based office base
DEVELOPING SUPPORT GROUPS FOR CARERS	5	1	5	3	5	1	3	1	3	5	1	2		C8	Relates to particular / More general to who group of clients who client group need particular resource
	5	1	5	3	5	1	3	1	3	5	1	2		C9	Involves work with / Mainly case work multi-disciplinary group
	5	1	5	3	5	1	3	1	3	5	1	2		C10	Can be inter - / Could be just "one-of dependent with other tasks.
	5	1	5	3	5	1	3	1	3	5	1	2		C11	Must be under- / Does not necessarily taken with other mean working alongside tasks
	5	1	5	3	5	1	3	1	3	5	1	2		C12	



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (49.75 )</u>			
-C8 office based (4.59)	E2 use of telephone (7.73)	C8 outside office	E7 visits to Residential Homes and Day Centres (3.62)
-C6 could be just an initial contact (4.50)	E3 office interviews (4.65)	C6 part of a plan of action	
-C11 could be "one-off" (4.46)		C11 interdependent with other tasks	
-C12 not necessarily working with client (4.12)		C12 linked with other tasks	
-C7 aid to communication (3.66)		C7 long term benefit	
<b>Label:</b> in office (possibly one-off)		outside office (part of plan)	
<u>Component 2 ( 19.06 )</u>			
-C3 providing a resource (4.41)	E1 communication with colleagues, client groups & other agencies (5.21)	C3 involve clients in groups	E7 visits to Res.Homes & Day Centres (2.38)
C4 developing things with help of others (3.04)		-C4 using an established process	E6 admissions to and discharges from Res. Homes (2.17)
C2 initial assessment not necessarily on-going (2.92)		-C2 part of on-going plan	
<b>Label:</b> providing/developing resources		using established resources/processes	
<u>Component 3 (14.73 )</u>			
C1 face to face with client(2.91)	E3 office interviews (3.68)	-C1 indirect contact	E2 use of telephone (2.86)
C5 direct contact (2.91)		-C5 indirect contact	E8 developing support groups for carers (2.76)
C2 initial assessment not necessarily on-going (2.91)		-C2 part of on-going plan	
-C4 using an established resource (2.06)		C4 developing things with help of others	
client interface possibly one-off		indirect, part of plan	

EMENTS:

REPATORY GRID:

REF:

S2

	FORWARDING REQUESTS FOR OPHTHALMIC EXAMINATIONS TO CENTRAL OFFICE	(ERRANDS FOR CLIENTS) DROPPING FORMS INTO D.H.S.S. AND POSTING TALKING BOOK CASSETTES FOR CLIENTS	ASSESSING THE NEEDS OF THE NEWLY BLIND	KEEPING IN REGULAR CONTACT WITH THE YOUNGER BLIND AND THEIR FAMILIES	ADMINISTRATION	RECEIVING TELEPHONE REQUESTS FOR HELP	TEACHING BRAILLE AND HOME CRAFTS ETC.
	E2	E3	E4	E5	E6	E7	E8
1	4	5	1	1	4	2	3
5	3	4	5	5	1	4	4
5	3	2	4	4	3	4	2
2	3	5	1	1	1	2	2
5	4	2	5	5	2	4	5
1	4	4	1	1	3	2	3
3	3	4	3	1	3	3	5
4	3	1	5	5	5	4	4
4	5	5	3	3	2	5	1
1	5	1	3	3	1	2	5
5	2	1	5	5	1	2	3
1	3	5	1	1	5	2	4

Constructs:

C1	Less important	/	more important
C2	Client work	/	administration
C3	Immediate	/	less immediate
C4	Can be left or given to others	/	more essential for my involvement
C5	Direct client contact	/	Indirect client work
C6	More routine	/	More immediate implications
C7	Technical skills	/	Social work skills
C8	Important social work tasks	/	Incidental tasks - I should arrange for others to do
C9	I do as a matter of course	/	would like more time for
C10	More specific	/	Part of the whole thing of social work
C11	I enjoy more	/	I do not enjoy
C12	I may defer	/	Regular contact essential

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (57.96 )</u>			
-C11 I don't enjoy (4.43)	E3 errands for clients (5.95) E6 administration (3.36)	C11 I enjoy more	E5 keeping in regular contact with the younger blind and their families (4.39) E4 assessing the needs of the newly blind (4.07) E1 spotting conditions that could deteriorate unless help given (3.64)
C12 I may defer (4.35)		-C12 regular contact essential	
C1 less important (4.17)		-C1 more important	
C6 more routine (3.25)		-C6 more immediate implications	
Label: less enjoyable/less important		more enjoyable/more important	
<u>Component 2 (18.01 )</u>			
-C9 would like more time for (3.54)	E8 teaching braille and home crafts etc (3.53) E6 administration (2.30)	C9 a matter of course	E3 errands for clients (2.77) E1 spotting conditions that could deteriorate unless help given (1.99)
C10 more specific (2.36)		-C10 part of the "whole thing" of social work	
C8 important social work skills (1.97)		-C8 tasks I should arrange for others to do	
-C4 more essential for my involvement (1.97)		C4 can be left or given to others	
Label: would like more time		routine	
<u>Component 3 (14.59 )</u>			
C10 more specific (3.45)	E8 teaching braille and home crafts etc (2.28) E2 forwarding requests for opthalmic examinations (2.24)	-C10 part of the "whole thing" of social work	E6 administration (3.79)
more specific		general	

## ELEMENTS:

| REPERTORY GRID:

REF:

S3

	ASSESSMENT OF REFERRAL	VISITING	DISCUSSING THE REFERRAL WITH OTHER SOCIAL WORKERS	CONVEYING FACTS RE RESOURCES AVAILABLE	ENDEAVOURING TO IMPROVE QUALITY OF LIFE	PROJECTS	DEVELOPING SELF-HELP	FORMING RELATIONSHIPS
E1		E2	E3	E4	E5	E6	E7	E8
5		1	5	3	1	1	4	1
3		3	4	5	5	1	1	3
1		1	4	3	5	5	5	5
1		1	1	3	4	5	5	5
2		3	5	5	5	1	3	5
1		3	3	1	1	4	3	5
5		5	3	5	1	5	1	5
5		5	5	3	4	1	4	4
2		3	3	3	2	5	5	3
5		2	4	5	3	1	3	1
2		3	3	5	3	4	4	3
5		4	1	3	4	1	1	3

## Constructs:

C1 Assessment / Practical

C2 Improving quality of life / Leading to self-help

C3 Dependent on relationships / Do not even know the person

C4 Forming of relation/ ships essential / Assessing facts

C5 Improving quality of/ life for clients / Group basis

C6 Important to be able/ to communicate / Increases likelihood o

C7 Forming relationships/ Spin off of visits/ relationships / being able to improve

C8 Working on information/specific project

C9 Self-help / Developing the confidence of clients

C10 Using the facts gathered / Forming relationships

C11 Lot of visiting / Dealing with the individual required

C12 Done in the initial/ visit / Spin off that will not fully improve the quality of life

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (42.01 )</u>			
C4 relationships essential (4.35)	E6 projects (5.55)	-C4 assessing facts	E1 assessment of referral (5.23)
C3 dependent on relationships (3.70)	E7 developing self-help (3.02)	-C3 don't know the person	
-C10 forming relationships (3.37)	E8 forming relationships (2.88)	C10 using gathered facts	
relationships		assessing facts	
<u>Component 2 (20.54 )</u>			
-C7 spin-off of relationships (3.99)	E5 endeavouring to improve quality of life (3.29)	C7 forming relationships	E2 visiting (3.25)
C5 improving quality of life (2.85)		-C5 groups	E6 projects (2.63)
C3 dependent on relationships (2.61)	E7 developing self help (2.19)	-C3 don't know the person	
spin-off of relationships		forming relationships	
<u>Component 3 ( 16.49 )</u>			
-C1 practical (3.70)	E5 endeavouring to improve quality of life (2.92)	C1 assessment	E7 developing self-help (3.13)
C2 improving quality of life (2.35)		-C2 leading to self help	
C5 improving quality of life (2.16)	E8 forming relationships (2.61)	-C5 groups	
C12 done in the initial visit (2.15)		-C12 spin-off that will hopefully improve quality of life	
practical help		assessment	

## ELEMENTS:

REPATORY GRID:

REF:

S4

	INFORMATION GIVING	TELEPHONE CONTACT - INFORMATION GIVING TO GENERAL PUBLIC	CONTACT WITH OTHER PROFESSIONALS	LIAISING WITHIN THE DEPARTMENT	HOME VISITING	TELEPHONE CONTACT WITH CLIENTS	RECEIVING TRAINING
E1	E2	E3	E4	E5	E6	E7	E8
3	2	5	2	4	3	3	2
1	3	3	3	3	1	3	2
5	1	1	3	3	4	1	4
3	3	3	3	3	3	2	3
4	1	1	3	2	1	1	5
3	3	3	3	3	4	3	2
4	5	5	3	3	5	5	1
3	3	4	3	4	3	3	2
4	3	2	5	3	5	2	2
5	3	3	4	3	3	3	3
4	3	2	3	3	2	4	3

## Constructs:

C1	More general / Specific to the case, family
C2	Helping network / The client
C3	To do with social / Routine everyday work, skills things
C4	Use of skills / Acquiring skills
C5	Specific activity / More general activity
C6	Client related / Department related
C7	Day to day / Much less frequent
C8	Concerns information/ External information to do with client giving
C9	Not necessarily / Specifically internal internal to Department to Department
C10	Professional training/ Personal abilities
C11	General information/ Unpredictable giving
C12	

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (52.35 )</u>			
C5 specific activity (3.94)	E8 receiving training (3.85)	-C5 more general activity	E3 telephone - giving (3.17) information to general public
C3 social work skills - (3.68) —	E1 counselling (2.92)	-C3 routine	E7 telephone contact with clients (2.49)
-C7 much less frequent (3.05)		C7 day to day	E2 information giving (2.16)
Label: specific activity		more general activity	
<u>Component 2 (23.31 )</u>			
C9 not necessarily internal to Dept. (2.85)	E6 home visiting (3.10)	-C9 specifically internal to Dept. .	E8 receiving training (2.57)
C7 day to day (1.95)	E1 counselling (1.51)	-C7 much less frequent	
C3 S/W skills (1.65)		-C3 routine	
-C2 to do with the client (1.46)		C2 helping network	
Label: possibly external		internal to Department	
<u>Component 3 (10.13 )</u>			
-C1 speciific to the case/family (2.39)	E2 information giving (1.56)	C1 more general	E3 telephone - giving information to general public (1.64)
	E4 contact with other professionals (1.21)		E5 liaising within the department (1.18)
case specific		more general	

## ELEMENTS:

REPERTORY GRID:

REF:

S5

	DRIVING	TAKING TELEPHONE MESSAGES	MAKING TELEPHONE CALLS	TRANSPORTING CLIENTS	MAKING CONTACTS WITHIN DEPARTMENT AND WITH OUTSIDE AGENCIES	VISITING CLIENTS	VISTING HOMES FOR THE ELDERLY	CLEANING CLIENT'S HOME WITH SOCIAL WORK ASSISTANT HELP WHEN NO HOME HELP AVAILABLE
C1		E2	E3	E4	E5	E6	E7	E8
5	1	3	4	5	5	5	5	1
5	1	5	5	5	5	5	5	1
5	1	5	5	5	5	5	5	1
5	1	4	4	4	4	4	4	1
5	1	3	5	5	4	5	5	3
4	1	4	4	4	5	3	3	1
1	1	4	1	1	5	5	5	1
5	1	5	5	5	1	5	5	3
1	1	4	1	1	5	5	5	3
5	1	5	5	5	3	5	5	3
4	1	4	4	4	5	5	5	3

## Constructs:

C1	Important necessary/ aspect	Very time consuming, disruptive
C2	More important to social work	Could sometimes be done by others
C3	Vital social work / activities	Inappropriate
C4	Help to allow more / time	Inappropriate
C5	Need for social / work and client contact	Could be done by admin. clerical
C6	Contact with other/ agencies	Inappropriate
C7	Towards rehabilitation/Very time consuming	
C8	Need personal contact/Impersonal contact	
C9	Planning for clients/ best interests	Time consuming often abortive
C10	Need to maintain / contact with client	Inappropriate
C11	Client's welfare /	Could be admin, clerical
C12		



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (68.07 )</u>			
C2 more important to social work (4.76)	E6 visiting clients (3.63)	-C2 could sometimes be done by others	E2 taking telephone messages (8.59)
C3 vital S/W (4.76) activities	E7 visiting Homes for the elderly (3.63)	-C3 inappropriate	E8 cleaning clients' home with Social Work Assistant when no Home Help available (6.03)
C1 important (4.35) necessary aspects		-C1 very time consuming disruptive	
Label: vital social work activities		could/should be done by others	
<u>Component 2 (19.37 )</u>			
C9 planning for clients' best interests (4.00)	E5 making contacts within S.S. Dept. and with outside agencies (3.40)	-C9 time consuming, often abortive	E1 driving (3.76)
C7 towards rehabilitation (3.88)		-C7 very time consuming	
-C8 impersonal contact (2.51)		C8 needs personal contact	E4 - transporting clients (3.59)
Label: planning		time consuming	
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF:

S6

	COUNSELLING	ANSWERING QUERIES	CRISIS INTERVENTION	FORM FILLING	SUPERVISION OF COLLEAGUES	WRITING NOTES	MAKING TELEPHONE CALLS	CASE DISCUSSION PLANNING
E1	E2	E3	E4	E5	E6	E7	E8	
5	3	5	1	5	1	1	4	
1	1	1	5	1	5	1	3	
5	3	5	1	5	1	1	4	
1	1	1	5	4	4	1	1	
5	3	5	1	5	1	1	4	
1	5	1	5	5	5	5	4	
5	3	5	1	5	1	3	3	
5	5	5	1	5	1	1	4	
5	5	5	1	5	1	1	4	
1	1	1	5	3	5	5	1	

## Constructs:

C1	Need counselling skills	/	Do not necessarily need counselling skills
C2	Writing skills	/	Need counselling skills and experience
C3	Need experience counselling	/	Need no particular skills
C4	Administrative	/	Need experience, insight counselling
C5	Need experience and counselling	/	More experience than counselling skills
C6	Office based	/	Often travelling, domiciliary visiting
C7	One to one relation	/	Administrative and office
C8	Need experience	/	Writing exercise
C9	Experience and insight	/	Essential experience
C10	Office, admin	/	Time consuming, often unproductive
C11			
C12			

## Principal Component Analysis

Pole		Contrast Pole	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 ( 78.47 )</u>			
-C8 writing (5.09)	E4 form filling (6.92)	C8 needs experience	E1 counselling (5.52)
-C9 essential (5.09) experience	E6 writing notes (6.72)	C9 needs experience & insight	E3 crisis intervention (5.52)
-C1 doesn't necessarily require counselling skills (4.82)	E7 making phone calls (4.49)	C1 needs counselling skills	
-C3 needs no particular skill (4.82)		C3 needs experience/ counselling	
-C5 needs more experience than counselling skill (4.82)		C5 needs experience/ counselling	
C10 office/admin (4.75)		-C10 time consuming often unproductive social work (experience and skills)	
<u>Component 2 ( )</u>			
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF:

S7

	EMERGENCY CALLS	SOCIAL VISITS TO DAY CENTRES OR HOMES FOR THE ELDERLY	DOING SOCIAL WORK SURGERY	OUTINGS OR GROUP FOR HOUSEBOUND CLIENTS	TAKING NEW REFERRALS	DOING FOLLOW-UP VISITS	CASE RECORDING
	E2	E3	E4	E5	E6	E7	E8
5	5	1	5	1	5	1	3
5	3	1	3	1	5	3	3
5	4	4	5	5	5	4	3
5	5	5	4	5	3	2	1
5	3	4	3	5	3	3	3
5	5	4	4	5	5	4	1
5	5	3	5	1	5	3	5
3	4	1	5	3	3	3	3
3	3	2	3	5	3	3	3
3	3	3	3	3	3	3	3
3	3	1	3	1	3	3	4

## Constructs:

C1	Use of contact net/ work	Developing contact network
C2	Referrals /	Group involvement and support
C3	Best for the client /	Administration
C4	Liaison /	Administration
C5	Helping the client /	Availability to clients
C6	Way of getting rid of fears	Administration
C7	Access to information /	Ongoing work
C8	Availability to client /	Liaison
C9	On-going casework /	New referral
C10	Information being gathered	Information being passed on
C11	Could be emergency /	Liaison
C12		

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (50.68 )</u>			
-C1 developing contact networks (4.82)	E5 outings or groups for housebound clients (4.80)	C1 using contact network	E6 taking new referrals (2.71)
-C7 on-going work (3.80)		C7 access to information	
-C2 group involvement & support (3.44)	E3 social visits to Day Centres or Homes for the Elderly (3.84)	C2 referrals	
Label: developing networks		using networks/processes	
<u>Component 2 (29.04 )</u>			
-C4 administration (3.79)	E8 case recording (4.44)	C4 liaison	E1 liaising with medical and community resources (2.26)
-C6 administration (3.24)	E7 doing follow-up visits (2.17)	C6 way of getting rid of fears	
Label: administration		liaison	
<u>Component 3 ( )</u>			

**LEMENTS:**

REPERTORY GRID:

REF:

85

REF: 

S8

REPRTORY GRID:

Constructs:												
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
	Direct contact with/ client	Abstract support / Physical activities	On client's behalf / Direct one to one involvement	Time consuming and / Comparatively simple frustrating direct service	Raise anxiety level/ Time wasting	Essential but - / Basis of the job annoying	Essential to the / Infuriate me job	Take me away from / Raise anxiety level tasks more important	Find difficult to do / Very easy in some instances	Can only be done by/ Could be done by other: you though it wastes time.	Feel in control of / Do not feel in control	
BATTLING D.H.S.S.	E8	3	3	3	4	3	1	4	4	4	4	
LETTERS TO OTHER AGENCIES	E7	1	1	5	4	3	3	4	2	3	4	
TRANSPORTATION	E6	4	1	2	2	4	2	4	1	1	5	
REASSURANCE	E5	4	5	2	3	2	4	2	3	3	4	
COUNSELLING	E4	4	5	4	2	2	4	2	4	3	3	
UNEXPECTED CRISIS INTERVENTION	E3	5	5	4	1	3	4	2	5	3	2	
RECORDING	E2	1	1	4	3	4	4	3	2	5	5	
LISTENING	E1	5	5	1	3	1	4	3	4	5	4	

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (56.77 )</u>			
-C2 physical activities (5.05)	E2 recording (4.18)	C2 abstract support	E3 unexpected crisis intervention (3.83)
C3 on client's behalf (3.79)	E7 letters to other agencies (4.14)	-C3 direct one to one involvement	E1 listening (3.40)
-C1 done away from client(3.79)		C1 direct contact with client	
-C9 very easy (2.88)		C9 find difficult in some instances	
<b>Label:</b> physical activity		abstract client support	
<u>Component 2 (18.00 )</u>			
-C10 could be done by others (2.57)	E6 transportation (4.35)	C10 can only be done by me, though it wastes time	E2 recording (1.78)
-C4 comparatively simple direct service (2.17)		C4 time consuming & frustrating	
C1 direct contact with client (1.74)		-C1 done away from the client	
-C3 direct one to one involvement (1.74)		C3 on client's behalf	
-C9 very easy (1.59)		C9 find difficult in some instances	
<b>Label:</b> could be done by others		personal task, time wasteful	
<u>Component 3 (11.26 )</u>			
-C4 comparatively simple direct service (2.46)	E1 listening (3.09)	C4 time consuming and frustrating	E3 crisis intervention (1.83)
C10 can only be done by me though it wastes time (1.96)		-C10 could be done by others	
C11 feel in control (1.31)		-C11 don't feel in control	
simple, personal service		time consuming, frustrating	

### ELEMENTS:

REPERTORY GRID:

REF:

59

[illegible]



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (48.12 )</u>			
C2 ongoing (4.20)	E5 group work (3.62)	-C2 immediate	E6 visiting (7.14) Day Centres
C4 motivator (3.75)		-C4 self motivating	
C1 collective (3.52)	E1 caring for the elderly (3.53)	-C1 individual	
C3 specialist (3.45)		-C3 non-specialist	
C7 core essential (3.07)		-C7 general	
C5 general activities (3.02)		-C5 particular activity	
<b>Label:</b> on-going (motivator)		<b>Label:</b> immediate (self-motivating)	
<u>Component 2 (20.14 )</u>			
C9 liked (2.87)	E8 duty (3.22)	-C9 not liked	E3 dealing with at risk (3.16)
C6 caring (2.73)		-C6 crises solving	
-C3 non-specialist (2.71)	E2 influencing society (2.05)	C3 specialist	E7 visiting hospitals (2.58)
C5 general (2.11) activities		-C5 particular activity	
-C2 immediate (1.90)		C2 on-going	
<b>Label:</b> liked/care/non-specialist		<b>Label:</b> not liked/crisis/specialist	
<u>Component 3 (16.23 )</u>			
-C8 general/philosophy (2.93)	E2 influencing society (2.36)	C8 assessment	E3 dealing with at risk (3.03)
C4 motivator (2.77)		-C4 self-motivating	
-C5 particular activity (1.88)		C5 general activities	E8 duty (3.03)
<b>Label:</b> general/philosophy		<b>Label:</b> assessment	

## ELEMENTS:

REPERTORY GRID:

REF:

S10

	ARRANGING SOCIAL CONTACTS FOR ISOLATED CLIENTS	ATTENDING TEAM MEETINGS	CASE RECORDING	COUNSELLING	PROTECTING CLIENTS FROM RISK	PROVIDING AIDS	ARRANGING MEALS ON WHEELS	DUTY DESK COVER
	E1	E2	E3	E4	E5	E6	E7	E8
1	5	5	5	2	2	3	3	5
1	4		5	3	3	1	1	3
5	1		1	3	3	3	3	1
5	1		3	5	5	4	5	1
5	1		1	5	5	5	5	4
5	1		1	3	5	5	5	3
1	3		3	5	5	5	5	2
5	1		3	5	5	5	5	5
5	3		1	5	5	5	5	5
5	5		3	3	3	5	5	1

## Constructs:

C1	Office based / Generally field based
C2	Not necessarily / Practical service practical service
C3	Social nature / Necessary office duty
C4	More important / Less important
C5	More directly / Indirectly beneficial beneficial to client
C6	Meeting basic / Something more client needs administrative
C7	One to one with / Community type client
C8	Client benefit / Support to social worker
C9	Relating to client / Clarification of work group done
C10	More predictable / Less predictable
C11	
C12	

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 ( 65.65 )</u>			
C5 more directly (4.57) beneficial to client	E1 arranging social (3.89) contacts for isolated clients	-C5 indirectly beneficial	E2 attending team meetings (6.00)
C6 meeting basic client needs (4.45)		-C6 more administrative	
C4 more important (3.89)		-C4 less important	
-C1 generally field-based (3.73)		C1 office based	E3 case recording (5.79)
-C2 practical service (3.42)		C2 not necessarily practical service	
C3 social nature (3.32)		-C3 necessary office duty	
C8 client benefit (3.28)		-C8 support to social worker	
C9 relating to client group (3.25)		-C9 clarification of work done	
<b>Label:</b> direct benefit to client		indirect benefit to client	
<u>Component 2 ( 13.20 )</u>			
-C10 less predictable (3.50)	E8 duty desk cover (4.01)	C10 more predictable	E2 attending team meetings (1.88)
C8 client benefit (1.85)		-C8 support to social worker	
<b>Label:</b> less predictable		more predictable	
<u>Component 3 (10.71 )</u>			
C7 one to one with client (3.81)	E4 counselling (1.61)	-C7 community work	E1 arranging social contacts for isolated clients (3.21)
one to one with client		community work	
<b>Label:</b>			

## EMENTS:

REPERTORY GRID:

REF: 33

151

[illegible]

# Principal Component Analysis

Ref: S.11

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (75.38 )</u>			
-C8 relationships (5.17)	E8 organising material & financial help (4.86)	C8 stat.work	E4 liaising with local agencies and stat. bodies (5.13)
-C10 client protection /help (4.66)		C10 stat.requirement of County Council	
C6 client involvement (4.64)	E1 communicating with staff and clients (4.25)	-C6 involve agencies to benefit of client	E6 statutory visits(4.96)
-C7 material/financial assistance (4.47)	E2 visiting clients (4.20)	C7 stat.controls on clients	E7 providing statutory court and allied services (4.53)
-C9 result of request or demand (4.37)		C9 stat.requirement of Department	
Label: relationships		statutory work	
<u>Component 2 (13.21 )</u>			
C11 gathering information from clients (2.39)	E3 liaising with other agencies (3.40)	-C11 agency sharing information with client	E6 statutory visits (2.04)
-C1 communication about clients (2.07)		C1 communication with client	
C2 to eventual benefit of client (2.05)		-C2 client contact	E8 organising (1.94) material & financial help
-C5 liaison activity (1.76)		C5 direct client/ family activity	
-C6 involves non-stat. agencies (1.58)		C6 solely client involvement	
Label: gathering information about client		sharing information with client	
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF:

S12

	COMPLETING SOCIAL ENQUIRY REPORTS	DEALING WITH FAMILY CRISES	VISITING	LIAISON WITH OTHER AGENCIES	FORM FILLING/ADMIN.	BRIEF VISITS TO UP DATE ONGOING SITUATIONS	WRITING UP
E1	E2	E3	E4	E5	E6	E7	E8
5	2	5	4	3	2	3	3
5	3	4	4	3	1	4	1
5	3	4	4	2	1	4	1
2	3	2	2	4	5	2	5
5	4	4	3	5	2	3	1
5	2	5	1	3	2	4	2
5	2	4	2	5	1	1	1
5	4	5	5	2	2	5	1
2	3	2	2	4	4	2	5
2	2	3	5	4	2	3	3
4	3	4	5	1	2	4	1
2	3	2	2	4	4	2	5

## Constructs:

C1	Crises situations / More controlled
C2	Often in direct / Practical contact with people
C3	Client contact / Paperwork
C4	Often involves / Client contact writing
C5	Involve liaison / Autonomous tasks
C6	Unplanned / Planned
C7	Involve other / Solo activities agencies
C8	Face to face / Solitary with client
C9	Focus on admin / Focus on intervention written with family
C10	Primary to my / Secondary to my job job
C11	Contact with / Contact with people clients other than client
C12	Admin. / Client contact

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (66.96 )</u>			
C8 face to face with client (4.20)	E1 NAI investigations (4.93) E3 dealing with family crises (3.76)	-C8 solitary	E8 writing up (6.16)
C3 client contact (3.93)		-C3 paper work	
C2 direct contact with people (3.77)		-C2 practical	E6 form filling/ admin. (4.89)
-C4 client contact (3.46)		C4 often involves writing	
C11 contact with clients (3.37)		-C11 contact with people other than clients	
Label: client contact		solitary	
<u>Component 2 (19.01 )</u>			
C7 involves other agencies (3.82)	E5 liaison with other agencies (3.70) E1 NAI investigation (1.96)	-C7 solo activities	E4 visiting (2.86)
C5 involves liaison (2.18)		-C5 autonomous tasks	
-C11 contact with people other than clients (2.03)		C11 contact with client	E7 brief visits to update on-going situations (2.14)
Label: involves liaison		solo activities/autonomous	
<u>Component 3 ( )</u>			
Label:			

## ELEMENTS:

REPERTORY GRID:

REF:

S13

	E1	E2	E3	E4	E5	E6	E7	E8	Constructs:	
									C1	C2
CRISES INTERVENTION	5	3	5	4	4	2	2	4	Crises situation	Normal pattern
	2	2	4	1	3	4	5	3	Written work	Statutory social work
	3	5	3	4	3	5	3	5	Day to day	Occasional
	2	2	1	4	3	4	4	4	General support	Active response
	2	2	4	5	4	4	5	2	Statutory records, reports	Personal contact
	5	3	5	5	5	3	4	2	Possible court action	General support
	5	4	5	5	5	4	3	5	Client support	Monitoring
	4	3	4	5	3	1	3	4	Direct social work	Indirect social work
	5	4	5	4	3	1	3	4	Investigation	Liaison
	5	5	5	5	5	5	1	5	With others	Alone
									C10	
									C11	
									C12	II

SUPPORT OF CLIENTS

RECORDING/REPORT WRITING

CONTACT/LIAISON WITH  
OTHER AGENCIES

COURT WORK

STATUTORY WORK

N.A.I. INVESTIGATION

VISITING PEOPLE



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (45.27 )</u>			
-C1 normal pattern (2.96)	E7 recording/report writing (3.95)	C1 crisis situation	E1 crisis (2.99) intervention
-C9 liaison (2.96)		C9 investigation	E3 non accidental injury (2.14) investigation
C2 written work (2.34)	E6 contact/liaison with other agencies (3.71)	-C2 statutory social work	
-C8 indirect social work (2.34)		C8 direct social work	
-C10 work alone (2.34)		C10 with others	
<b>Label:</b> routine, liaison		<b>Label:</b> crisis/investigation	
<u>Component 2 (25.14 )</u>			
C6 possible court action (2.40)	E7 recording/ report writing (2.77)	-C6 general support	E8 support of clients (2.31)
-C3 occasional (2.35)		C3 day to day	E2 visiting people (2.09)
C5 statutory records/ reports (2.33)	E3 non accidental injury investigation (1.76)	-C5 personal contact	E6 contact/liaison (1.87) with other agencies
-C10 alone (2.21)		C10 with others	
<b>Label:</b> possibly legal (occasional)		<b>Label:</b> general support (routine)	
<u>Component 3 (12.54 )</u>			
-C4 re-active response (1.82)	E3 non-accidental injury investigation (1.25)	C4 general support	E4 statutory work (2.88)
C2 written work (1.78)		-C2 statutory social work	
-C5 personal contact (1.73)		C5 statutory records/ reports	
<b>Label:</b> re-active		<b>Label:</b> general support	

**ELEMENTS:**

REPOSITORY GRID:

REF: 333

514

[illegible]

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (51.44 )</u>			
-C6 definite S.W. task (3.36)	E1 communication (2.53)	C6 indirectly related	E5 recording (5.56)
C1 practical (3.29)	E2 home visits (2.01)	-C1 admin.	
-C8 planned (2.47)		C8 unplanned	
-C9 communication (2.45)		C9 admin.	
C7 communicating (2.41)		-C7 needs to be improved	
social work tasks		indirect/administration	
<u>Component 2 (21.87 )</u>			
-C8 planned (2.80)	E7 planning meetings (2.61)	C8 unplanned	E3 dealing with urgent messages (2.46)
C3 specialist (1.97)		-C3 general	
C6 indirectly related (1.91)	E8 meeting specialist areas of need (1.80)	-C6 definite S.W. task	
planned		unplanned	
<u>Component 3 (19.55 )</u>			
C9 admin. (2.51)	E6 court work (2.46)	-C9 communication	E8 meeting specialist areas of need (2.22)
-C2 happens anyway (1.81)		C2 insufficient opportunity	
-C8 planned (1.74)		C8 unplanned	E3 dealing with urgent messages (1.68)
-C6 definite S.W. task (1.42)		C6 indirectly related	
admin. (routine)		communication (lack of opportunity)	

**ELEMENTS:**

REPERTORY GRID:

REF:

515

REF: 

S15

REPERTORY GRID:

	WRITING	PROVIDING CONSULTATION REQUIRED BY OTHER SOCIAL WORKERS	COUNSELLING	INTERVIEWING	COMPLETING FORMS	LISTENING	ATTENDING MEETINGS
E1	E2	E3	E4	E5	E6	E7	E8
2	5	3	2	2	5	2	5
5	1	5	5	5	1	5	5
5	4	4	5	5	3	5	3
5	5	3	5	5	4	5	1
5	4	4	5	3	1	4	1
5	2	5	5	4	1	5	2
3	1	5	5	5	1	5	4
5	2	4	5	3	1	3	1
5	1	4	5	3	1	4	1
5	3	5	5	4	1	3	2

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (72.89 )</u>			
-C9 impersonal/formal activities (4.53)	E6 completing forms (6.68)	C9 personal giving giving of yourself	E4 counselling (4.44)
-C6 taking in (4.39)	E8 attending meetings(4.13)	C6 taking in and giving back	-E1 placing child (3.82) for adoption
-C8 less stimulating (3.96)	E2 writing (4.07)	C8 more stimulating	
-C2 alone (3.80)		C2 done with someone else	
C1 internal work (3.72)		-C1 outside, community work	
-C10 automatic (3.61)		C10 less automatic	
<b>Label:</b> impersonal/formal		personal giving of yourself (inter-personal)	
<u>Component 2 ( 18.55 )</u>			
C4 relating to a particular case (3.08)	E2 writing (3.16)	-C4 more general	E8 attending meetings (4.04)
-C2 done alone (2.96)		C2 done with someone else	
-C7 written (2.80)		C7 not written	
C5 requires more thought (2.06)		-C5 requires less concentration	
<b>Label:</b> case specific		more general	
<u>Component 3 ( )</u>			

## ELEMENTS:

REPERTORY GRID:

REF:

516

TALKING		TRAVELLING	RESPONDING TO EMERGENCY CALL FOR HELP	NEGOTIATING WITH OTHER AGENCIES	RECORDING VISITS	TRANSPORTING CHILDREN	APPEARING IN COURT	LISTENING
E1	E2	E3	E4	E5	E6	E7	E8	
5	3	5	4	2	1	3	5	
4	5	4	5	1	5	5	4	
5	1	5	2	1	4	4	5	
5	5	1	4	4	3	3	5	
5	3	5	2	2	4	4	5	
3	5	5	4	3	3	3	3	
3	4	3	4	4	3	4	3	
5	1	5	4	2	1	1	5	
1	3	1	5	5	1	1	1	

REF: S16

REPERTORY GRID:

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (52.28 )</u>			
C3 client (4.48)	E3 responding to (3.61) emergency call E8 listening (3.23) E1 talking (3.23)	-C3 administration	E5 recording visits (4.65)
-C9 with client (3.98)		C9 solitary	
C8 dealing with (3.50) immediate problem		-C8 means of dealing with	E2 travelling (3.04)
C5 relationships (3.19)		-C5 routine task	
C1 social work (2.81)		-C1 means to performing	
client		administration	
<u>Component 2 (23.56 )</u>			
C8 dealing with (3.61) immediate problems	E4 negotiating with other agencies (2.45)	-C8 means of dealing with	E6 transporting (3.56) children
C9 solitary (2.61)		-C9 with client	
C1 social work (2.46)		-C1 means to performing	E7 appearing in Court (2.66)
problem solving		means	
<u>Component 3 (10.12 )</u>			
-C4 unexpected (3.35)	E3 responding to (2.83) emergency call	C4 routine	E1 talking (1.47)
			E8 listening (1.47)
unexpected		routine	

Label:

## ELEMENTS:

REPERTORY GRID:

REF:

S17

	E2	E3	E4	E5	E6	E7	E8	Constructs:	
								C1	Understanding the problem / Working tool
5	3	3	5	4	2	3	2	C2	Problem solving / Statutory responding
5	3	5	5	5	1	1	4	C3	Listening skills / Knowledge of resources
5	5	3	4	1	4	5	1	C4	Understanding the problem / Knowledge of resources
5	5	3	5	5	1	1	1	C5	Past picture building / Specific activity with specific group
3	5	3	1	3	3	5	2	C6	Assessment / Several linked tasks in long term planning
5	4	5	5	3	3	5	1	C7	Counselling and communication skills / Practical assistance
1	1	5	3	4	3	3	3	C8	Knowledge of other agencies and resources / Activity general to all clients
5	3	4	5	3	1	1	3	C9	Non statutory / Statutory
1	1	1	1	1	5	5	4	C10	Specific activity / General skills used with all clients
5	1	5	5	4	1	3	1	C11	Underpins all social work / Practical activity
1	5	1	1	1	5	2	3	C12	Solitary / Face to face contact

PROVIDE PRACTICAL ASSISTANCE

INVESTIGATE REPORTS OF CHILDREN AT RISK

WRITE COURT REPORTS

NEGOTIATE WITH OTHERS WHO MAY BE ABLE TO RESOLVE PROBLEMS

DISCUSS WITH CLIENTS DIFFERENT WAYS OF RESOLVING PROBLEMS

DEAL WITH PROBLEMS PRESENTED ON DUTY

RECORD WORK ON FILES

LISTEN TO PEOPLE



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (53.59)</u>			
C10 specific activity (4.59)	E6 court reports (6.00) E8 providing (3.76) practical assistance	-C10 general skills	E4 discuss with clients (4.57) different ways of resolving problems
-C5 specific activity with specific group (4.45)		C5 past-picture building	
-C11 practical (4.31)		C11 underpins all S.W.	E1 listen to people (4.50)
-C2 stat.responsibility (4.03)		C2 problem-solving	
-C9 statutory (3.69)		C9 non statutory	
C12 solitary (3.50)		-C12 face to face	
<b>Label:</b> specific activity		general skills	
<u>Component 2 (23.66)</u>			
C3 listening skills (4.24)	E2 record work on files (3.80) E7 investigate (2.27) reports of children at risk	-C3 knowledge of resources	E8 provide practical assistance (4.37)
C4 understanding the (2.92) problem		-C4 knowledge of resources	
C7 counselling and (2.49) communicating skills		-C7 practical assistance	E5 negotiate with others who may be able to resolve problem (2.71)
C6 assessment (2.35)		-C6 linked tasks in L/T planning	
-C8 activity general to all clients (2.34)		C8 knowledge of other agencies & resources	
<b>Label:</b> S.W. skills		knowledge of resources	
<u>Component 3 (13.13)</u>			
-C11 practical (2.46)	E2 record work on files (3.45)	C11 underpins all S.W.	E7 investigate (3.33) reports of children at risk
C12 solitary (2.42)		-C12 face to face with clients	
C5 past-picture building (2.12)		-C5 specific activity with specific group	E3 deal with (1.81) problems presented on duty
-C7 practical assistance (1.92)		C7 counselling and communication skills	
-C8 activity general to all clients (1.86)		C8 knowledge of other agencies & resources	
-C10 general skills (1.86)		C10 specific activity	
<b>Label:</b> practical/solitary		social work	

### ELEMENTS:

REPERTORY GRID:

REF ::

518

REF: <div>S18</div>										REPERTORY GRID:	
E1	E2	E3	E4	E5	E6	E7	E8	Constructs:			
								C1	C2	C3	C4
								Out of office	/	In office	
5	3	5	3	5	1	3	1	Direct client benefit	/	Indirect client benefit	
5	2	4	4	5	1	4	1	Work in preparation/ for averting crisis	/	Averting crisis	
1	4	4	4	4	2	3	3	Direct client benefit	/	Unwelcome part - smoot running of office	
5	2	4	4	5	2	3	2	Chores	/	Worthwhile part	
1	5	3	2	1	5	3	5	Enable people to function better	/	Create easier working relationship	
5	2	3	3	5	2	2	1	Good relationships / important	/	Chore	
5	3	3	3	5	2	2	1	Happier people	/	Often waste of time	
1	5	3	4	1	5	4	5	Often no time for	/	A happier life	
5	2	5	4	5	2	3	1	With client	/	Admin	
2	5	2	5	1	2	2	4	Not too personal	/	Personality needed for success	
								C12			

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (80.52)</u>			
-C5 worthwhile part (4.36)	E5 spending considerable time with a client to improve tone of life (5.98)	C5 chores	E8 answering the telephone (6.01)
-C9 a happier life (4.30)		C9 often no time for	
C2 direct client benefit (4.18)	E1 visiting (5.84)	-C2 indirect client benefit	E6 attending (4.38) conferences)
C1 out of office (4.06)		-C1 in office	
C10 with client (4.06)		-C10 admin.	
C6 enable people to function better (3.87)		-C6 create easier working relationships	
<b>Label:</b> worthwhile, happier client		chores, often no time for	
<u>Component 2 ( )</u>			
<b>Label:</b>			
<u>Component 3 ( )</u>			
<b>Label:</b>			

## ELEMENTS:

E1	E2	E3	E4	E5	E6	E7	E8	WRITING REPORTS/LETTERS
2	2	3	1	2	4	5	3	
5	3	3	5	4	2	1	3	
4	5	4	5	3	3	1	3	
2	2	4	1	2	3	3	4	
2	3	4	1	2	3	3	2	
5	4	4	5	4	4	1	4	
4	4	4	5	4	4	1	4	
5	4	4	4	4	2	1	2	
5	4	4	1	4	3	3	3	
4	4	4	1	4	2	2	2	

## Constructs:

C1	Indirect to client /	Face to face client
C2	Resolution of a crisis	More indirect to do with breaking patterns
C3	Interviewing	Dead loss activity
C4	Involve writing	Verbal communication
C5	Can be postponed	Cannot be postponed
C6	Hopefully to the good of client	Dead loss activity
C7	Best for client	Secondary importance
C8	Attempting to alleviate stress	Overall policy activity
C9	Concern crisis	Admin. of Mental Health Act
C10	Resolution of crisis	A personal responsibility
C11		
C12		

REPERTORY GRID:

REF:

S19

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (61.51)</u>			
C2 crises resolution (3.45)	E4 ensuring client's rights are safe-guarded (3.47)	-C2 more indirect	E7 travelling (6.02)
C8 alleviating stress (3.34)		-C8 overall policy activity	
-C1 face to face with client (3.27)	E1 using a crisis to client's best advantage (2.85)	-C1 indirect to client	
C3 interviewing (3.07)		-C3 dead loss activity	
C6 to good of client (3.03)		-C6 dead loss activity	
C7 best for client (2.67)		-C7 secondary importance	
<b>Label:</b> crises resolution		indirect, organisational	
<u>Component 2 (22.92)</u>			
C10 crises resolution (3.10)	E3 obtaining financial aid for client (2.03)	-C10 a personal responsibility	E4 ensuring clients' rights are sageguarded (3.65)
C9 concerns crises (2.99)		-C9 administration of Mental Health Act	
C5 can be postponed (1.58)	E1 using a crisis to client's best advantage (1.64)	-C5 cannot be postponed	
<b>Label:</b> crises resolution		job specific responsibility	
<u>Component 3 ( )</u>			

### LEMENTS:

REF ID: A63583

REF:

(B) 520

REF: (B) S20

REPERTORY GRID:

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (36.68 )</u>			
-C5 solitary (4.04)	E3 attending special courts (4.78)	C5 contact with people	E7 informal staff (3.51) supervision
-C4 nothing to do with staff responsibility (3.34)		C4 dealing with staff	
-C7 formal/official (2.94)		C7 more informal	E1 formal staff (3.49) supervision
C3 outside the team (2.71)		-C3 team related	E4 attending team meetings (2.68)
C10 using equipment (2.52)		-C10 direct personal contact	
Label: solitary/non staff related		contact/dealing with staff	
<u>Component 2 (27.72 )</u>			
C10 using equipment (4.41)	E2 writing reports (4.39)	-C10 direct personal contact	E3 attending special courts (3.60)
C1 constant activity (3.14)		-C1 seldom	
-C6 writing (2.76)		E8 travelling (2.01)	C6 talking
Label: practical/constant		personal contact/seldom	
<u>Component 3 (15.10 )</u>			
C3 outside the team (2.60)	E6 using the telephone (2.63)	-C3 team related	E3 attending special courts (2.29)
C5 contact with people (2.36)		-C5 solitary	
-C4 nothing to do with staff responsibility (1.80)	E5 visiting clients (2.38)	C4 dealing with staff	E2 writing reports (1.75)
C10 using equipment (1.76)		-C10 direct personal contact	
non team related/contact		team related/solitary	
Label:			

REPERTORY GRID:

REF:                     

(B) 521

	E1	E2	E3	E4	E5	E6	E7	E8
SUPERVISION OF STAFF								
SUPPORT TO STAFF - ANSWERING THEIR QUERIES								
OVERSEEING THE DEPARTMENT'S ROLE IN CHILD ABUSE REFERRALS								
ENSURING REVIEWS ARE HELD ON CASES AND ATTENDING THEM								
DEVELOPMENT OF A TEAM - ATTACHED VOLUNTEER SCHEME								
WEEKLY ALLOCATION OF WORK TO SOCIAL WORKERS, ATTENDING ALLOCATION MEETING								
RECEIVING SUPERVISION FROM MY LINE MANAGER								
MAINTAINING MENTAL HANDICAP REVIEW REGISTER								

REF: [ ] (B) S21  
REPORTING GRID:



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (50.80 )</u>			
C6 per job description (3.37)	E4 ensuring reviews are held and attending them (3.85)	-C6 others carrying out their J.D. on me	E7 receiving supervision from line manager (5.27)
C7 must be performed by a senior S.W.(3.37)		-C7 activities that can be done by others	
C10 part of Senior S.W.job (3.24)	E1 supervision of staff (3.68)	-C10 some one else's responsibility towards me	
C2 manager (2.98)		-C2 tasks given to me by others	
C4 giving support to others (2.75)		-C4 being supported	
C8 within job remit (2.57)		-C8 not necessarily within job remit	
<b>Label:</b> job specific		"self" related	
<u>Component 2 ( 30.88 )</u>			
-C1 role as manager (3.50)	E5 development of team attached volunteer scheme (3.29)	C1 role as supervisor	E7 receiving supervision from my line manager (3.69)
C3 responsible officer (2.64)		-C3 receiving an area of work from manager	
-C5 direct senior S.W. responsibility (2.37)	E8 maintaining Mental Handicap register (3.22)	C5 to do with network of supervision in Area	
-C2 tasks given to the post by the team (2.19)		C2 manager	
<b>Label:</b> management		supervision	
<u>Component 3 (13.79 )</u>			
-C5 direct senior S.W. responsibility (3.19)	E3 overseeing the (2.86) Department's role in child abuse referrals	C5 to do with network of supervision in Area	E1 supervision of staff (2.02)
-C3 receiving an area of work from (1.64) Area Management		C3 responsible officer	
			E2 support staff, answer their questions (1.59)
job specific task		supervisory responsibility	

REF: 138

101

[illegible]

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (52.87 )</u>			
-C4 meetings with professionals (4.19)	E8 recording of visits on files (6.47) E2 attending pre-placement meetings (2.90)	C4 contact with clients	E1 placing children with families (2.29)
-C8 administration (3.84)		C8 client contact	
-C3 administration (3.06)		C3 contact with people	
-C5 administration (3.06)		C5 to do with feelings and people	
-C6 not necessarily client contact (3.06)		C6 client contact	
<b>Label:</b>	with professionals/administration	client contact	
<u>Component 2 (30.26 )</u>			
C10 statutory part of job (3.65)	E5 recruiting (1.51) community parents	-C10 extra to job description	E3 tracing the natural parents of children placed (5.68)
C7 part of job description (3.62)		-C7 extra that I decide to do	
C1 part of (3.41) process		-C1 not always part of process	
<b>Label:</b>	job specific	extra to job description	
<u>Component 3 (12.84 )</u>			
-C9 working with (3.08) community parents	E6 support group meetings for (2.12) community parents E8 recording visits in files (1.57)	C9 work with children placed	E4 writing contracts with children placed (2.18)
-C2 evening work (2.53)		C2 day work	
			E2 attending pre-placement meetings (1.92)
	working with community (foster) parents	working with children	

	FINDING ALTERNATIVES TO CUSTODIAL/RESIDENTIAL CARE	GIVE CONSULTATION TO SOCIAL WORKERS	DISCUSSION WITH AREA COMMUNITY PLACEMENTS OFFICER	LIAISON THROUGH GROUP MEETINGS ON I.T. PROVISION	LIAISON AND CONSULTATION GROUPS AND VOLUNTARY BODIES ON HOSTEL PROVISION	USE OF TELEPHONE	KEEPING RECORDS	CHAIRING PLANNING AND AGREEMENT MEETINGS
E1	E2	E3	E4	E5	E6	E7	E8	
5	5	4	4	4	3	4	3	
5	4	1	1	1	1	2	1	
5	5	2	5	5	2	1	5	
1	4	5	1	1	1	4	5	
5	4	1	4	4	3	3	1	
5	5	3	5	5	2	1	1	
3	5	5	1	1	4	5	2	
5	5	1	1	1	4	4	1	
5	1	3	5	5	4	1	1	
1	1	3	5	5	5	1	1	

REF: P2

REPERMUT GR129

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 ( 44.72 )</u>			
C9 use of resources (4.54)		-C9 general activity	
-C4 wider provision for adolescents (4.44)	E4 liaison through group meetings on I.T. provision (4.75)	C4 concerns Community Placements scheme	E7 keeping records (4.67)
C10 liaison (3.69)	E5 liaison & consultation with groups & vol. bodies on hostel provision (4.75)	-C10 main purpose of job	E8 chairing, planning and agreement meetings (3.13)
C6 concerned with knowledge of need (3.56)		-C6 C.P. Scheme	
-C7 out of office (3.50)		C7 office activity	
<b>Label:</b> resources/wider provision		general activity/scheme specific	
<u>Component 2 ( 30.84 )</u>			
-C8 one specific alternative (4.31)		C8 finding viable alternatives	
-C2 communication necessity (4.15)	E8 chairing, planning and agreement meetings (2.70)	C2 providing best provision for young people	E1 finding alternatives to custodial/residential care (5.01)
C10 liaison (2.82)	E3 discussion with C.P. Officer (2.58)	-C10 main purpose of job	E2 give consultation to social workers (4.26)
-C5 C.P. Scheme (2.72)		C5 concerns alternative	
<b>Label:</b> to do with specific resource		providing alternative resources	
<u>Component 3 ( 14.96 )</u>			
C3 providing alternatives to residential care (3.51)	E8 chairing, planning and agreement meetings (3.32)	-C3 general management activity	E6 use of telephone (3.77)
-C7 out of office (2.04)		C7 office activity	E7 keeping records (1.78)
-C8 one specific alternative (2.01)		C8 finding viable alternatives	
-C10 main purpose of job (1.95)		C10 liaison	
C4 concerns C.P. scheme (1.83)		-C4 concerns wider provision for adolescents	
providing resources		general management	

## ELEMENTS:

REPERTORY GRID:

REF:

P3

E1	E2	E3	E4	E5	E6	E7	E8
COMMUNICATING WITH CHILDREN	HOME VISITS	ANSWERING TELEPHONE CALLS TO HOME FROM COMMUNITY PARENTS	WRITING APPLICATIONS FOR COMMUNITY PLACEMENTS	ATTENDING MEETINGS	MAKING TELEPHONE CALLS	DRIVING	KEEPING UP TO DATE BY READING
4	5	5	5	2	3	3	3
4	5	5	1	5	5	1	1
2	5	5	5	3	5	5	1
1	1	5	5	1	5	5	5
5	5	5	5	4	4	1	4
4	5	5	4	4	3	3	1
4	4	4	4	3	3	5	5
5	5	5	4	3	4	1	1
5	4	5	5	5	5	5	3

## Constructs:

C1	Work with Adults /	Work with children
C2	Verbal /	Written
C3	Things that happen /	Lack of opportunity anyway
C4	Solo activity /	Group activity
C5	Social work /	Non social work
C6	Re-active /	Passive
C7	My contributbn to /	Other people's contribution
C8	Client contact /	Practical means
C9	Clients needs /	My needs
C10		
C11		
C12		

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 ( 50.85 )</u>			
-C2 written (4.59)		C2 verbal	
-C8 practical means (4.07)	E8 keeping up to date by reading (4.89)	C8 client contact	E2 home visits (3.71)
C4 solo activity (3.68)	E7 driving (4.37)	-C4 group activity	
-C6 passive (2.89)		C6 re-active	
Label: written/practical		verbal/client contact	
<u>Component 2 ( 23.85 )</u>			
-C3 lack of opportunity (3.73)		C3 happen anyway	
-C4 group activity (3.50)	E5 attending meetings (2.72)	C4 solo activity	E3 answering telephone calls (2.54)
	E8 keeping up to date by reading (2.29)		E4 writing applications for placements (2.43)
	E1 communicating with children (2.28)		
lack of opportunity		routine	
Label:			
<u>Component 3 (12.38 )</u>			
C5 social work (2.37)		-C5 non-social work	
C1 with adults (1.91)	E4 writing applications for placements (1.77)	-C1 work with children	E7 driving (2.67)
-C2 written (1.61)		C2 verbal	E5 attending meetings (1.84)
-C3 lack of opportunity (1.56)	E8 keeping up to date by reading (1.68)	C3 happen anyway	E6 telephone calls (1.39)
social work		non social work	
Label:			

## ELEMENTS:

REPERTORY GRID:

REF:

(B) T1

	ATTEND MEETINGS	PROVIDING CONSULTATION (TO STAFF)	ALLOCATION OF WORK	PLANNING TEAM STRATEGIES	REPORT WRITING	DRIVING	CHAIRING MEETINGS		Constructs:
E1	E2	E3	E4	E5	E6	E7	E8		
5	2	4	4	3	3	2	3		C1 One to one contact / In the main, contact with a team member with people outside of team.
1	5	2	5	5	4	3	4		C2 Effects team as a whole / Effects one team member
5	5	5	5	5	1	1	5		C3 Undertaken with others / Solo
3	5	3	3	5	1	1	5		C4 With Groups / Solo
5	5	5	5	5	3	1	4		C5 Managerial task / Practical
5	2	3	3	5	3	3	5		C6 Group / One to one with a team member
1	3	1	2	1	3	3	4		C7 Contact with other / Team issues other agencies and disciplines as manager
3	2	2	1	1	3	5	2		C8 Practical / With whole team as group
5	1	4	4	1	3	3	1		C9 With individual / Groups and people team member outside team
5	5	5	5	5	1	1	5		C10 Contact with other / Solo people
5	3	5	5	3	5	3	3		C11 Team based / Departmental process
3	1	3	3	1	3	5	1		C12 Practical / Working with groups



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (55.02 )</u>			
-C3 solo (4.65)	E7 driving (6.75)	C3 with others	E5 planning team strategies (3.58)
-C10 solo (4.65)	E6 report writing (4.70)	C10 contact with others	
-C4 solo (4.12)		C4 with groups	
-C5 practical (3.43)		C5 managerial task	
C12 practical (3.16)		-C12 working with groups	
<b>Label:</b> solo (practical)		with others (managerial)	
<u>Component 2 (27.82 )</u>			
C9 with individual team member (3.81)	E1 supervision of staff (4.47)	-C9 groups and people outside Team	E2 attend meetings (2.82)
-C2 effects one (3.01) team member	E3 providing consultation to staff (2.98)	C2 effects team as whole	
C1 one to one contact with a team member (2.49)		-C1 mainly contact with people outside team	
<b>Label:</b> one to one (staff)		groups (non team)	
<u>Component 3 ( )</u>			
<b>Label:</b>			

LEMENTS:

REPERTORY GRID:

REF:

(B) T2

	E1	E2	E3	E4	E5	E6	E7	E8	Constructs:	
									C1	C2
SUPERVISION OF STAFF									Maintaining staff morale	Client focused
	5	3	4	3	5	4	5	4		
	5	3	5	4	5	5	5	1	Staff supervision	Admin
	4	3	5	4	4	5	5	1	Client focused	Admin
	3	5	2	5	3	2	3	5	Communication systems	Client based
	3	5	2	3	3	4	3	5	Administration	Staff problems
	5	4	5	3	5	1	3	1	Staff issues	Activity outside the role
	5	5	5	1	5	5	5	5	In Area Office	Outside Area
	3	3	5	3	2	5	5	1	Client focused	Team work focused
	5	5	5	1	5	5	5	5	Internal team focused	Outside team focus
	5	1	5	2	5	2	2	1	Specific staff issues	General information focused
									C11	
									C12	

UNDERTAKING ADMIN. WORK  
E.G. PHOTOCOPYING

DEALING WITH EMERGENCY  
DECISIONS

REVIEWING CLIENTS

MAINTAINING STAFF  
MORALE

COMMUNICATING WITH AREA  
MANAGEMENT

DEALING WITH COMPLAINTS  
ABOUT STAFF PERFORMANCE

SORTING INFORMATION

SUPERVISION OF STAFF

Constructs	Related Elements	Constructs	Related Elements
<b>Component 1 ( 50.48 )</b>			
-C10 general information focused (4.03)	E8 undertaking admin. work (5.63)	C10 specific staff issues	E3 dealing with complaints about staff performance (3.88)
-C2 administrative (3.54)		C2 staff supervision	
-C3 administrative (2.99)		C3 client focused	
C4 communications systems (2.96)		-C4 client based	
-C6 activity outside Team Leader role (2.95)		C6 staff issues	
<b>Label:</b> General (admin.)		<b>Specific (people)</b>	
<b>Component 2 (22.43 )</b>			
C9 internal, team focused (3.55)	E8 undertaking admin. work (2.11)	-C9 outside team focus	E4 communicating with Area Management (4.97)
C7 in Area office (3.55)		-C7 outside Area	
<b>Label:</b> team/internal		<b>non-team/external</b>	
<b>Component 3 ( 18.81 )</b>			
C8 client focused (2.85)	E6 reviewing clients (3.55)	-C8 team work focused	E5 maintaining staff morale (2.29)
-C6 activity outside Team Leader role (2.81)	E7 dealing with emergency decisions (2.09)	C6 staff issues	E1 supervision of staff (1.73)
-C10 general information focused (2.26)		C10 specific staff issues	
client focused (non T/L role)		team/staff focused	

VISITING ELDERLY PEOPLE,  
LIVING ALONE, DEEMED TO BE  
"AT RISK"

[illegible]

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (41.84 )</u>			
C5 counselling (4.47)	E4 preparing clients for long-term admission to Residential Home, counselling on loss of home and independence (3.66)	-C5 one off activity	E7 taking application for Holiday Home (4.61)
C9 expect long-term involvement (3.00)		-C9 probably short-term involvement	
C6 shielding client from risk (2.89)		-C6 communicating for clients	E6 taking application for telephones (3.13)
-C8 more personal control over outcomes (2.81)		C8 less personal control over outcome - dependent on resources	
counselling (LT involvement)		one-off (S.T. involvement)	
<u>Component 2 (31.51 )</u>			
C10 keeping client in own home (3.25)	E5 offering support and advice to allow clients to remain in community as long as possible (3.12)	C10 dealing with client rejections of help	E3 returning clients home from hospital or residential care when they insist on discharge (4.97)
C1 preventative (3.13)		-C1 dealing with breakdowns	
-C8 more control over outcomes (2.90)		C8 less control over outcomes	
C3 long term situations (2.26)		-C3 respite, one-off	
C7 positive social work action (2.18)		-C7 checking exercise	
client independence (preventive)		client rejections (re-active)	
<u>Component 3 ( 18.52)</u>			
-C4 taking over aspects of clients' independence (2.73)	E4 preparing clients for long-term admission to hospital or Residential Home, counselling on loss of home and independence (2.90)	C4 helping to maintain client independence	E1 visiting elderly people living alone and "at risk" (2.66)
-C2 finding alternatives to community living (2.48)		C2 safeguarding community living	
-C9 probably short-term (2.21)		C9 expect long-term involvement	E5 offering support and advice to allow client to remain in community as long as possible (2.50)
C7 positive social work action (1.95)		-C7 checking exercise	
removing client independence		maintaining client independence	

Label:

**ELEMENTS:**

REPERTORY GRID:

REF:

A2

	HOME VISITING	ESCORT DUTY	TELEPHONING IN AND OUT	RECORDING	PLANNING/ORGANISING WORK	MEETINGS - TEAM AND OTHERWISE	TRAVELLING	RECEIVING SUPERVISION
C1	E2	E3	E4	E5	E6	E7	E8	
5	1	2	5	3	4	5	4	
5	1	5	1	5	4	1	3	
5	5	1	1	1	3	5	1	
3	1	2	1	2	5	1	5	
5	5	3	5	3	4	5	2	
1	1	5	5	5	4	1	5	
4	1	5	5	3	5	3	3	
1	1	5	5	5	5	1	3	
1	5	1	1	1	3	5	1	
1	1	3	4	5	5	3	4	

REF: A2  
 REPERTORY GRID:

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 ( 57.53 )</u>			
-C6 external (5.08)	E2 escort duty (6.34)	C6 office based	E5 recording (3.69)
C3 travelling (4.89)	E7 travelling (5.23)	-C3 no outside involvement	E3 telephoning in and out (3.51)
-C8 external/client contact (4.77)		C8 office based/organisational	
C9 external/time consuming (3.84) = -		-C9 exchange of information	
Label: external		internal (office)	
<u>Component 2 ( 14.53 )</u>			
C2 more productive/enabling the task (3.54)	E1 home visiting (4.16)	-C2 less productive	E4 recording (2.80)
C4 learning experience (2.61)		-C4 client dealings	
Label: more productive		less productive	
<u>Component 3 ( 11.05 )</u>			
C1 main content of S.W. job (3.69)	E4 recording (2.45)	-C1 could be performed by others	E2 escort duty (2.57)
C7 maintaining contact with other agencies & professionals (2.00)	E7 travelling (1.76)	-C7 not as constructive a function	E3 telephoning in & out (1.76)
Label: main content of social worker job		could be performed by others	

### ELEMENTS:

REPERTORY GRID:

REF:

A3

[illegible]



Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (35.90 )</u>			
-C9 admin. (3.95)	E5 recording on case files (3.49) E2 writing letters (2.15)	C9 people	E4 attending groups (4.83)
-C6 internal (3.48)		C6 external	
-C7 specific to own clients (3.13)		C7 liaison	
Label: admin./internal		people/external	
<u>Component 2 (33.28 )</u>			
-C2 individuals (4.40)	E1 escorting clients (3.22) E3 escort client home (2.40)	C2 groups	E6 attending team meetings (4.02) E7 receiving (2.66) supervision E4 attending groups (2.37)
-C10 client (3.63)		C10 self development	
-C8 indirect (2.33)		C8 direct	
Label: individuals (client)		groups (self development)	
<u>Component 3 (16.66 )</u>			
C7 liaison (2.66)	E8 liaison between other agencies (3.43) E2 writing letters (1.91)	-C7 specific to own client	E1 escorting clients (2.42)
-C6 internal (2.52)		C6 external	
-C10 client (1.89)		C10 self development	
C8 direct (1.61)		-C8 indirect	
liaison/internal		client specific/external	
Label:			

## STUDENT:

(B) A4

[illegible]

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
<u>Constructs</u>	<u>Related Elements</u>	<u>Constructs</u>	<u>Related Elements</u>
<u>Component 1 (69.41 )</u>			
C4 about "the purpose" (4.20)		-C4 about "the task"	
-C3 looking at long term aspects (3.59)	E8 Improving liaison within Social Services Dept., influencing future policy (5.02)	C3 short-term/ immediate results	E7 following up visits to playgroups & child-minders - records, queries (4.48)
C2 intangible, about ideas attitudes (3.25)		-C2 can be looked at as statutory requirement	E6 visits to playgroups & childminders (3.93)
C8 liaison of attitudes (3.25)	E5 liaising between S.S. and the voluntary sector involved in Day Care Work (3.58)	-C8 the practicalities	E2 registering new childminders (3.51)
<b>Label:</b> "The purpose"		"the task"	
<u>Component 2 ( 14.72 )</u>			
-C1 aimed at colleagues (2.63)		C1 aimed at general public	
-C6 administration (2.47)	E7 following up visits to playgroups & child-minders - records, queries (2.57)	C6 preventative & quality of service	E1 improve the quality and availability of day care services (2.12)
	E8 improving liaison within S.S. Dept. - influencing future policy (2.23)		E4 explaining the preventative role of day care mainly to volunteers (1.78)
<b>Label:</b> colleagues (admin.)		general public (service)	
<u>Component 3 ( )</u>			

# SUMMARY OF SUGGESTED LABELS - SOCIAL WORKERS

Ref.	Component	Contrasting Poles		%
W1	1	client relationships	- knowledge/decision making	63.62
	2	knowledge based (abstract)	- skills based (practical)	18.07
W2	1	general (agency service)	- developing relationships (client)	52.43
	2	representing clients	- general service	21.81
	3	client (general)	- client (individual)	12.84
W3	1	social work/specialist	- administration/non specialist	62.73
	2	opportunity/regular	- lack of opportunity/less regular	23.64
W4	1	relationships/supportive	- officialdom/statutory	57.17
	2	social work help	- self help	20.66
	3	relationships	- statutory	12.81

# SUMMARY OF SUGGESTED LABELS - SOCIAL WORKERS

Ref.	Component	Contrasting Poles	%
W5	1	client contact	47.98
	2	other agencies (liaison)	26.90
	3	more frequent/long term results	11.87
		- not necessarily client contact	
		- client/family based	
		- less frequent/immediate results	
(B)W6	1	liaison/monitoring	59.72
	2	bridge building/liaison	18.33
	3	monitoring	11.36
		- assisting clients	
		- relationships/checking	
		- liaison/contact	
(B)W7	1	planned activities	70.62
	2	writing skills	16.87
		- relationships	
		- verbal communication	
(B)W8	1	less supervised/reactive	55.11
	2	in office	18.19
	3	indirect to outcome of case	12.24
		- more supervised/controlable	
		- with clients	
		- monitoring process	

# SUMMARY OF SUGGESTED LABELS - SOCIAL WORKERS

Ref.	Component	Contrasting Poles	%
(B)W9	1	client interface/emergency	- "nuts and bolts"/general
	2	routine	- unpredictable
(B)W10	1	decision making	- an operation
	2	liaison/general	- recording/office based

# SUMMARY OF SUGGESTED LABELS - SENIOR SOCIAL WORKERS

Ref.	Component	Contrasting Poles		%
S1	1	in office/possible one-off	- outside office/part of plan	49.75
	2	providing/developing resources	- using established resources/process	19.06
	3	client interface/possible one-off-	indirect/part of plan	14.73
S2	1	less enjoyable/less important	- more enjoyable/more important	57.96
	2	would like more time	- routine	18.01
	3	more specific	- general	14.59
S3	1	relationships	- assessing facts	42.01
	2	spin-off of relationships	- forming relationships	20.54
	3	practical help	- assessment	16.49
S4	1	specific activity	- more general activity	52.35
	2	possibly external	- internal to Department	23.31
	3	case specific	- more general	10.13

# SUMMARY OF SUGGESTED LABELS - SENIOR SOCIAL WORKERS

Ref.	Component	Contrasting Poles	%	
S5	1	vital social work activities	- could/should be done by others	68.07
	2	planning	- time consuming	19.37
S6	1	administration (experience only)	- social work (experience and skills)	78.47
S7	1	developing networks	- using networks/process	50.68
	2	administration	- liaison	29.04
S8	1	physical activity	- abstract client support	56.77
	2	could be done by others	- personal task/time wasteful	18.00
	3	simple, personal service	- time consuming, frustrating	11.26
S9	1	on-going (motivator)	- immediate (self-motivating)	48.12
	2	liked/care/non-specialist	- not liked/crisis/specialist	20.14
	3	general/philosophy	- assessment	16.23



# SUMMARY OF SUGGESTED LABELS - SENIOR SOCIAL WORKERS

Ref.	Component	Contrasting Poles		%
S10	1	direct benefit to client	- indirect benefit to client	65.65
	2	less predictable	- more predictable	13.20
	3	one-to-one with client	- community work	10.71
S11	1	relationships	- statutory work	75.38
	2	gathering information about client	- sharing information with client	13.21
S12	1	client contact	- solitary	66.96
	2	involves liaison	- solo activities/autonomous	19.01
S13	1	routine/liaison	- crisis/investigation	45.27
	2	possibly legal (occasional)	- general support (routine)	25.14
	3	re-active	- general support	12.54

# SUMMARY OF SUGGESTED LABELS - SENIOR SOCIAL WORKERS

Ref.	Component	Contrasting Poles	%
S14	1	social work tasks	51.44
	2	planned	21.87
	3	administration (routine)	19.55
		- indirect/administration	
		- unplanned	
		- communication (lack of opportunity)	
S15	1	impersonal/formal	72.89
	2	case specific	18.55
		- personal giving of self (inter-personal)	
		- more general	
S16	1	client	52.28
	2	problem solving	23.56
	3	unexpected	10.12
		- administration	
		- means	
		- routine	
S17	1	specific activity	53.59
	2	social work skills	23.66
	3	practical/solitary	13.13
		- general skills	
		- knowledge of resources	
		- social work	

# SUMMARY OF SUGGESTED LABELS - SENIOR SOCIAL WORKERS

Ref.	Component	Contrasting Poles		%
S18	1	worthwhile/happier life	- chores/often no time for	80.52
S19	1	crisis resolution	- indirect/organisational	61.51
	2	crisis resolution	- job specific responsibility	22.92
(B)S20	1	solitary/non staff related	- contact/dealing with staff	36.68
	2	practical/constant	- personal contact/seldom	27.72
	3	non team related/contact	- team related/solitary	15.10
(B)S21	1	job specific	- "self" related	50.80
	2	management	- supervision	30.88
	3	job specific task	- supervisory responsibility	13.79

# SUMMARY OF SUGGESTED LABELS - SENIOR SOCIAL WORK PRACTITIONERS

Ref.	Component	Contrasting Poles	%
P1	1	with professionals/ administration	52.87
	2	job specific	30.26
	3	working with community (foster) parents	12.84
		- client contact	
		- extra to job description	
		- working with children	
P2	1	resources/wider provision	44.77
	2	specific resource	30.84
	3	providing resources	14.96
		- general activity/scheme specific	
		- alternative resources	
		- general management	
P3	1	written/practical	50.85
	2	lack of opportunity	23.85
	3	social work	12.38
		- verbal/client contact	
		- routine	
		- non social work	

# SUMMARY OF SUGGESTED LABELS - TEAM LEADERS

Ref.	Component	Contrasting Poles	%
(B)T1	1 solo (practical)	- with others (managerial)	55.02
	2 one-to-one (staff)	- groups (non team)	27.82
(B)T2	1 general (administration)	- specific (people)	50.48
	2 team/internal	- non team/external	22.43
	3 client focused (non team leader role)	- team/staff focused	18.81

# SUMMARY OF SUGGESTED LABELS - SOCIAL WORK ASSISTANTS

Ref.	Component	Contrasting Poles	%
A1	1	counselling/long term involvement - one-off /short term involvement	41.84
	2	client independence (preventive) - client rejections (re-active)	31.51
	3	removing client independence - maintaining client independence	18.52
A2	1	external - internal (office)	57.53
	2	more productive - less productive	14.53
	3	main content of social work job - could be performed by others	11.05
A3	1	administration/internal - people/external	35.90
	2	individuals (client) - groups (self development)	33.28
	3	liaison/internal - client specific/external	16.66
(B)A4	1	the "purpose" - the "task"	69.41
	2	colleagues (administration) - general public (service)	14.72

ANALYSIS OF THE SOCIAL WORK JOBSTRUCTURED INTERVIEW:

1) What do you think are the main objectives of your job?

2) What is the most difficult activity you undertake in your job?

3) Is there anything that makes it difficult for you to perform your job?

YES	NO	D/K

If yes, what?

4) Is there anything that makes it easier for you to perform your job?

YES	NO	D/K

If yes, what?

5) What do you like most about your job?



6) What do you dislike most about your job?

7) Are there any activities that you perform which you feel are inappropriate?

YES	NO	D/K

If yes, what are they?

- 8) Are there any activities which you do not perform which you feel you should?

YES	NO	D/K

If yes, what are they.

- 9) Are there any activities you perform which require particular skills or abilities?

YES	NO	D/K

If yes, what are they?

- 10) Are there any activities you perform which you feel you have not had sufficient training for?

YES	NO	D/K

If yes, what are they?

- 11) What is the most stressful aspect of your job?

- 12) What is the most time-consuming aspect of your job?

13) Is there anything that particularly disrupts your work plans?

YES	NO	D/K

What?

14) Where do you spend the major part of your work time?

15) Do your Managers know what you do?

YES	NO	D/K

Why?

## STAFF DEPLOYMENT - 1984/85: COUNTY A

SALARIED STAFF:Management:

Senior Directing, Managing, Professional/ Advisory Staff (Principal Officer Grade and above, inc. Area Social Services Officers and Hospital Principals)	43
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Community Social Work:

Team Leaders/Senior Assistants/Senior Social Workers	69
Social Workers	81.3
Social Work Assistants	31
Occupational Therapists/Mobility	9
Community Liaison Officers	3

Hospital/Child Guidance:

Team Leaders/Senior Social Workers	37
Social Workers	26
Social Work Assistants	10

Home Help Service:

Home Help Organisers	15.5
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Administrative and Clerical Staff:

Administrative/Advisory Staff	44
Clerical Staff	55.3
Typing Staff	28

Transport:

Transport pool	3
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Adult Division:

Homes for the Elderly	68.2
Homes for Mentally Handicapped and Ill	28
Adult Training Centres	45.2
Highfields Centre for the Handicapped	12
Day Centres and Clubs for the Elderly	9.5

Child and Family Division:

Children's Homes, Hostels and Nurseries	167.4
Sully Assessment Centre	26
Barry Hostel for the Mentally Handicapped	15.5
Penhill Intermediate Treatment	8.6

Nimrod Project (Joint Funded)	70
Sub total	<hr/> 905.5 <hr/>

MANUAL STAFF:

Homes for the Elderly:

( i) Care Attendants	178.5
( ii) Night Attendants	94.5
(iii) Domestic and other staff	137.4

<u>Homes for the Mentally Handicapped and Ill</u>	8.3
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<u>Adult Training Centres</u>	25.8
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<u>Highfields Centre for the Handicapped</u>	13
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Day Centres and Clubs for the Elderly:

Domestics/Cooks	30.3
Driver Escorts	22

Community Care:

Home Helps (whole time equivalent)	392
Meals in the Home	14.1
Family Aides/sitting-in service	3.25

Transport Pool:

Driver Handyman	6
Driver Escorts, Vehicles for the Handicapped	4

Children and Families Division:

Children's Homes, Hostels and Nurseries	43
Sully Assessment Centre	3
Barry Hostel for the Mentally Handicapped	9.1
Penhill Intermediate Treatment Centre	1.5

Sub total	<hr/> 985.75 <hr/>
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Total staff, Salaried and Manual as at 21.10.1983: (Whole time equivalent)	<hr/> 1,891.25 <hr/>
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STAFF DEPLOYMENT - 1984/85 : COUNTY B

Category

Administration - Headquarters

Director	1
Operations Division	14
Administration, Planning and Development Division	51
	<u>66</u>

Administration - Areas

Area/Assistant Directors	9
Administrative and Clerical	81
	<u>90</u>

General Social Work

Team Managers/Leaders	15
Social Workers	152
Community Development Officers	4
Social Work Assistants	31
Mental Health	3
	<u>205</u>

Hospital and Child Guidance Social Work

Team Leaders	10
Social Workers	67
Social Work Assistants	11
	<u>88</u>

Community Homes

Supervisory	77
Domestic and other	24
	<u>101</u>

Observation and Assessment Centres

Supervisory	33
Domestic and other	13
	<u>46</u>

Community Homes with Education

Supervisory and Teaching	47
Domestic and other	30
	<u>77</u>

Homes for the Elderly

Supervisory	263
Care and other	283
	<u>546</u>

Category

Homes for Mentally Handicapped Children

Supervisory	8
Domestic and other	3
	<u>11</u>

Homes for Mentally Handicapped Adults

Supervisory	44
Care and other	24
	<u>68</u>

<u>Homes for the Formerly Mentally Ill</u>	<u>5</u>
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Day Centres

Supervisory	43
Care and other	11
Escorts	3
	<u>57</u>

Adult Training Centres

Supervisory and Craft Instructors	64
Domestic and other	24
Escorts	4
	<u>92</u>

Sheltered Workshops

Supervisory and other	11
Handicapped employees	100
	<u>111</u>

<u>Blind Homeworkers</u>	<u>1</u>
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Home Help Service

Supervisory	27
Home Helps	388
	<u>415</u>

<u>Family Aides</u>	<u>3</u>
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Services for the Handicapped

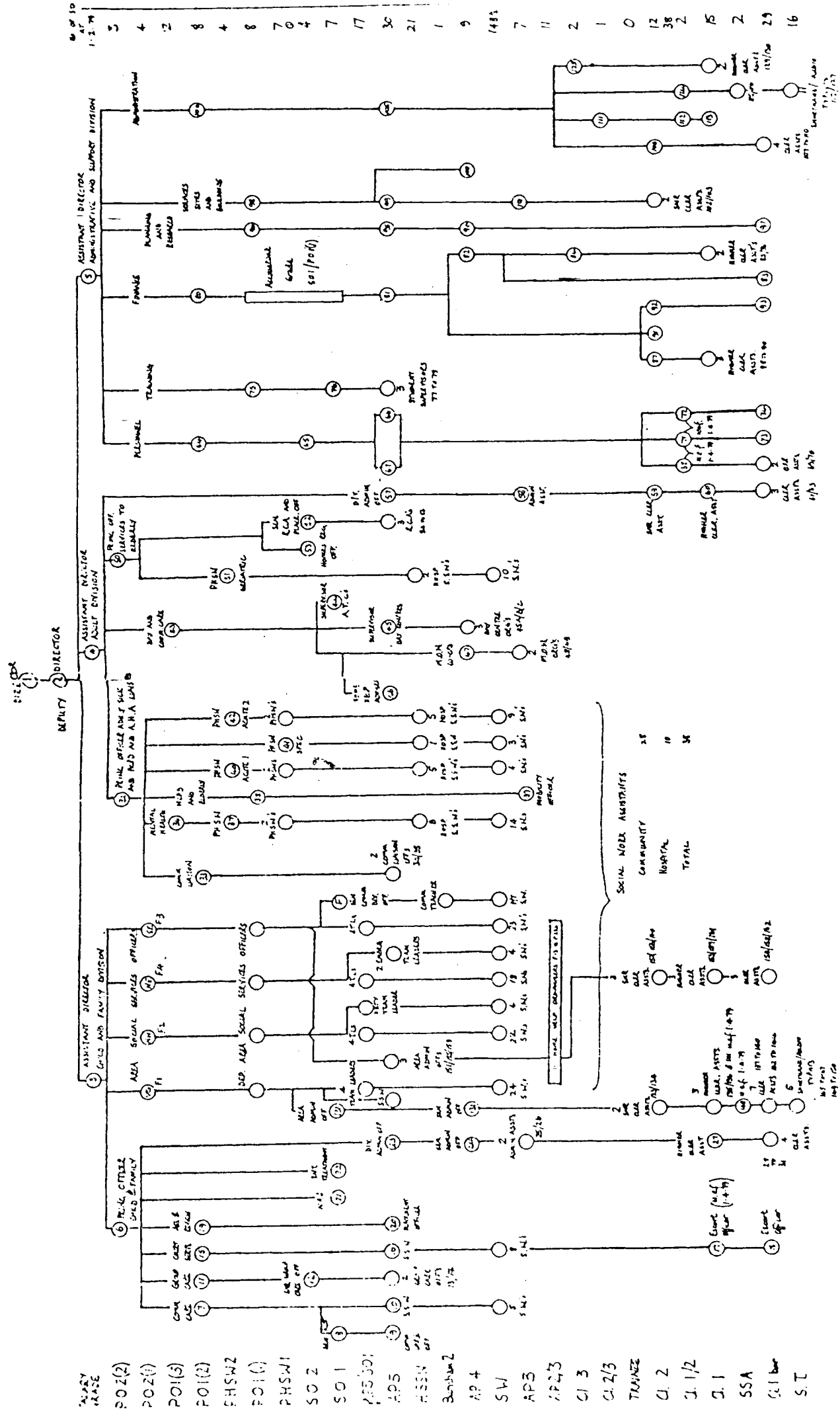
Occupational Therapists	<u>18</u>
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TOTAL:	<u>2,000</u>
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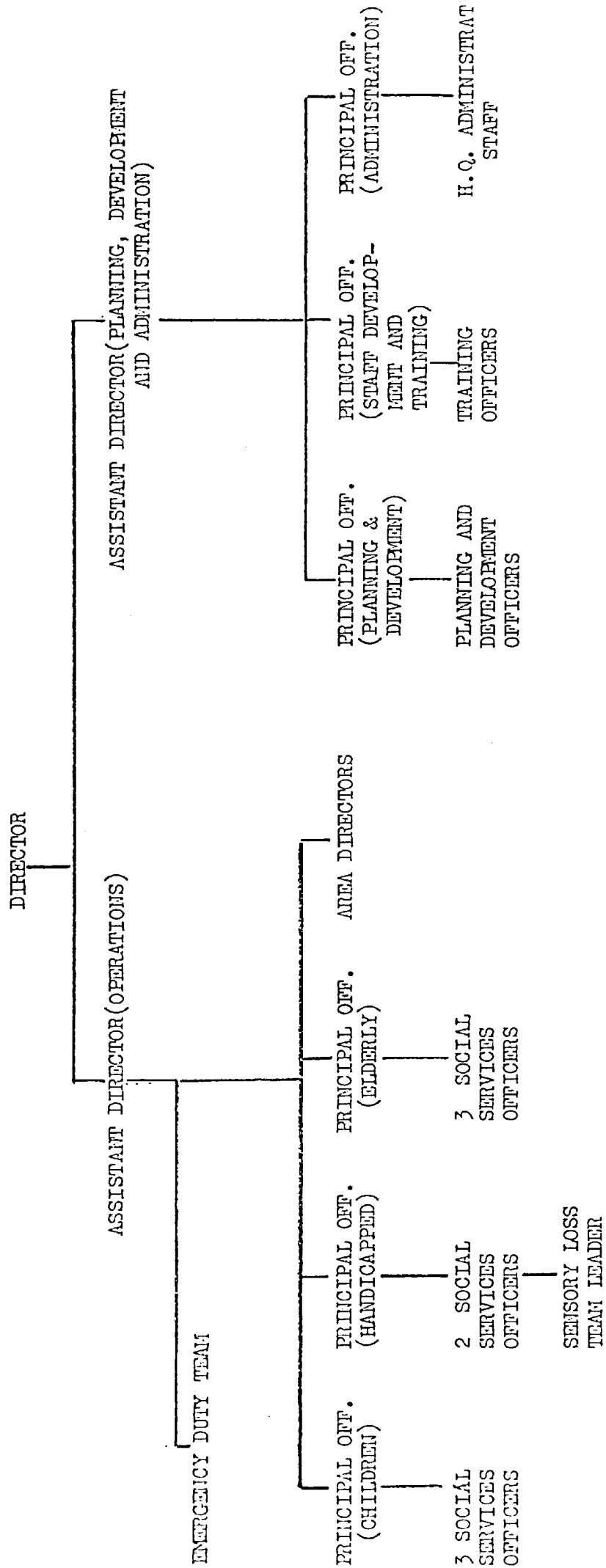
Part-time employees converted to full-time equivalents



# DEPARTMENTAL STRUCTURE : COUNTY A



HEADQUARTERS STRUCTURE : COUNTY B



Area  
Director

